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ABSTRACT

All of the libraries in Tennessee were surveyed in an effort to determine both the manpower needs and the classification of all library personnel on the basis of the newly-adopted categories in the American Library Association (ALA) policy on library education and manpower. The purpose of the study was to reveal information pertinent to library educators for planning future programs in the state, to help library administrators utilize personnel more effectively, to aid the library profession in recruiting more sensibly, and to assist students in choosing and planning a career more wisely. It is hoped that this study in one state might be helpful, not only in supplying data which could have implications nationally, but could encourage other states to make similar studies in an effort to arrive at some reasonable solution to the so-called manpower problem in the library profession. All libraries is Tennessee were surveyed including public, school, special, and college and university libraries. One conclusion of this study is that there is no serious manpower shortage in Tennessee libraries insofar as "filled positions" are concerned. (Author/NH)

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EDUCATION AND MANPOWER IN TENNESSEE LIBRARIES

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Nashville, Tennessee
1971

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CHAPTER I

INTRODUCTION

For several years one of the primary topics of concern in the library profession has been that of manpower. However, a careful review of _Library Literature_ revealed a plethora of writings dealing with this topic, but a scarcity of extensive studies into the real nature of the problem, with suggested solutions. The author of this study shared somewhat the feeling of Barton L. Wimble, as expressed in his letter to _Library Journal_, in which he stated "If we can spend a great deal of time talking about the manpower shortage, perhaps a little time in realistically surveying today's job possibilities would yield some sobering thoughts."[1]

This widespread concern led ALA President Mary Gaver and others to plan a special presidential program for the 1967 annual conference in San Francisco around the theme "Crisis in Library Manpower: Myth and Reality." President Gaver called this "an effort to reach a degree of common understanding of the problems involved in the manpower shortage and a measure of consensus about steps to take to resolve the problems."[2] She stated that she would give attention to all four phases of the manpower crisis, including recruitment, instruction in the use of libraries, library education, and manpower utilization.[3]

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[1] Wimble, Barton L., "No More Shortage?" (Letter) _Library Journal_, 95:607, February 15, 1970.

Mr. Seymour L. Wolfbein, Special Assistant to the Secretary for Economic Affairs, Department of Labor, in his keynote address at this conference, suggested that the library profession reexamine existing jobs in the field, along with the standards that have been set for such jobs.

In addition, a 45-minute color film was produced specifically for the conference by Encyclopaedia Britannica, Inc. and Encyclopaedia Britannica Educational Corporation. The film was centered around the expressed shortage of 100,000 librarians, the need for more highly skilled librarians, the need to redefine library objectives and reassess skills and duties, and the need to reevaluate library school curricula.[4]

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[2] "Crisis in Library Manpower: Myth and Reality," Four papers by Ralph Conant, Robert Havighurst, William Goode, and Harry T. Gumaer. American Library Association Bulletin, 61:527, May, 1967.

[3] Ginzberg, Eli. "What is Manpower?" Wilson Library Bulletin, 41:793, April, 1967.

[4] Havens, Shirley, "ALA Conference: Manpower--the big show," Library Journal, 92:2714, August, 1967.

Although the conference failed to completely answer the question "Myth or Reality," it did offer several possible solutions to the manpower problem as presented during the lengthy discussions.

Much was written and done in the area of manpower, both prior to and following the 1967 conference, but one of the most significant developments and one which, in all probability, will have one of the most far-reaching effects on the library profession, was the adoption by the Council of The American Library Association on June 30, 1970 the policy on Library Education and Manpower, which categorizes library personnel as outlined in Table I. This policy statement was developed under the leadership of Lester Asheim during his tenure as Director of the ALA Office for Education. A full text of the statement, commonly referred to as the "Asheim Report," appeared in the April 1970 issue of American Libraries and appears as Appendix A of this study.

In the absence of any meaningful information at the state level and due to the paucity of pertinent studies at the national level, the need was felt to initiate an investigation into the question of the manpower problem in an effort to arrive at some data which might be helpful in approaching the topic "Crisis in Library Manpower: Myth and Reality."

TABLE I
ALA CATEGORIES OF LIBRARY PERSONNEL
PROFESSIONAL

TITLE For positions requiring:		BASIC REQUIREMENTS	NATURE OF RESPONSIBILITY
library-related qualifications	nonlibrary-related qualifications		
Senior Librarian	Senior Specialist	In addition to relevant experience, education beyond the M.A. (i.e., a master's degree in any of its variant designations: M.A., M.L.S., M.S.L.S., M.Ed., etc.) as: post-master's degree; Ph.D.; relevant continuing education in many forms	Top-level responsibilities, including but not limited to administration; superior knowledge of some aspect of librarianship, or of other subject fields of value to the library
Librarian	Specialist	Master's degree	Professional responsibilities including those of management, which require independent judgment, interpretation of rules and procedures, analysis of library problems, and formulation of original and creative solutions for them (normally utilizing knowledge of the subject field represented by the academic degree)

TABLE I (CONT.)
CATEGORIES OF LIBRARY PERSONNEL
SUPPORTIVE

TITLE		BASIC REQUIREMENTS	NATURE OF RESPONSIBILITY
Library Associate	Associate Specialist	Bachelor's degree (with or without course work in library science); OR bachelor's degree, plus additional academic work short of the master's degree (in librarianship for the Library Associate; in other relevant subject fields for the Associate Specialist)	Supportive responsibilities at a high level, normally working within the established procedures and techniques, and with some supervision by a professional, but requiring judgment, and subject knowledge such as is represented by a full, four-year college education culminating in the bachelor's degree
Library Technical Assistant	Technical Assistant	At least two years of college-level study; OR A.A. degree, with or without Library Technical Assistant training; OR post-secondary school training in relevant skills	Tasks performed as supportive staff to Associates and higher ranks, following established rules and procedures, and including, at the top level, supervision of such tasks
Clerk		Business school or commercial courses, supplemented by in-service training or on-the-job experience	Clerical assignments as required by the individual library

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[5] American Library Association. "Library Education and Manpower; a Statement of Policy Adopted by the Council of the American Library Association, June 30, 1970," Chicago.

Statement of Problem

The problem was to survey all of the libraries in Tennessee in an effort to determine both the manpower needs and the classification of all library personnel on the basis of the newly-adopted categories in the ALA policy on library education and manpower.

A form was developed (Shown in Appendix B and hereafter known as The Tennessee Library Education and Manpower Survey Form) and sent in February 1971 to all libraries in the state of Tennessee, with the exception of school libraries, for the purpose of obtaining, by category, the number of personnel currently employed, the number of unfilled positions, additional positions planned for the following year, and the types of personnel needed. A separate form, as shown in Appendix C, was used to survey school libraries.

Importance of the Study

In light of the current concern in the area of manpower and library education, a study such as this was felt to be important in that it could reveal information pertinent to library educators for planning future programs in the state, to library administrators in attempting to utilize personnel more effectively, to the library profession in order to recruit more sensibly, and to students as a means of choosing and planning a career more wisely.

Further, it was hoped that a study in one state might be helpful, not only in supplying data which might have implications nationally, but could encourage other states to make similar studies in an effort to arrive at some reasonable solution to the so-called manpower problem in the library profession.

Delimitation of the Study

The study surveyed all libraries in the state of Tennessee, including public, school, special, and college and university libraries. The school library phase of the study was delimited to all junior and senior high schools (public and private), and only those elementary schools employing fifteen (15) or more teachers.

Hypothesis

It was the hypothesis that a manpower shortage does not exist to a significant degree in Tennessee libraries and that the need for library personnel which might exist is only for certain types of personnel and in certain geographic regions of the state.

Definitions of Terms

For the purposes of clarification, definitions of terms used throughout the study were as follows:

Manpower. Library manpower, as used in this study, was defined as the total labor force regularly employed, full-time or part-time, in library positions.

Categories of Library Personnel. In keeping with the policy statement adopted by The American Library Association, the categories of library personnel were defined as follows:[6]

Senior Librarian or Senior Specialist. A senior librarian or senior specialist was defined as one who, in addition to relevant experience, had educational training beyond the Master's level, which could consist of an additional Master's degree, a Specialist degree, the Doctorate, or relevant continuing education beyond the Master's level.

Librarians or Specialists were defined as library personnel who has achieved a Master's degree, with the librarian's training being in library science and the specialist's in a related area.

The Library Associate or Associate Specialist was considered to be the library person with a Bachelor's degree--with or without course work in librarianship, with the difference being that the library associate's training would be in library science.

The Library Technical Assistant or Technical Assistant was defined as the person employed by a library who had one or more of the following qualifications: (1) two years of college-level training; (2) an A.A. degree, with or without LTA training; or (3) post-secondary school training in relevant skills. Further, this person would possess certain library-related skills or techniques such as descriptive cataloging, operation and maintenance of audio-visual or processing equipment, preparation of transparencies, art or bulletin board work, or other specialized skills which could be adapted and applied to a library situation.

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[6] "Library Education and Manpower; ALA Policy Proposal," American Libraries, 1:341-44, April, 1970.

Clerical Personnel in libraries were defined as those who had received clerical training in business school or similar courses designed to prepare them for such work.

Types of Libraries. The types of libraries used in the study were defined as follows:

School Libraries. School libraries included those in educational institutions, both public and private, with programs below the college level, including grades K-12.

Public Libraries. Public libraries were defined as those libraries in the state which were supported by public monies and for use by the general public.

College and University Libraries. The college and university group included institutions offering educational programs beyond the secondary level. These included senior colleges and universities, junior and community colleges, professional colleges, and state technical institutes.

Special Libraries. Special libraries were considered those libraries which served as specific information resource centers primarily relating to the organizations or institutions in which they are located, including business and industrial organizations, associations, societies, governmental bodies, hospitals, etc.

CHAPTER II

REVIEW OF LITERATURE

A review of the literature revealed an abundance of writing on the general topic of manpower, but a careful analysis of the literature regarding the subject during the past few years gave support to Helen Brown's claim that "in considering ways to meet (the) library manpower shortage, there is a 'poverty of factual data.'"[7]

One of the most significant studies noted in the area of manpower was that being conducted at The School of Library and Information Services at the University of Maryland. The study, which has received funding from The Office of Education, The National Science Foundation, and The National Library of Medicine, was projected over a three-year period and proposed to involve a series of "interdisciplinary research analyses, each of which will be designed to provide answers to fundamental questions relating to the use and uses of human beings at varying levels of responsibility in all the environments in which library and information science personnel are engaged."[8]

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[7] Brown, Helen M., "Personnel and Manpower Needs of the Future," Library Trends, 18:75, July, 1969.

The Advisory Board has included leaders in the areas of scholarship, science, education, research, government, and librarianship and information science, and studies were planned to approach the problem from the points of view of economics, psychology, personnel and management theory, sociology, and environmental factors. Plans called for the publication of a series of individual monographs representing the findings of each separate study and a final report to be prepared by the director of the project, Paul Wasserman, Dean of Maryland's School of Library and Information Services.

Further, the plans called for the establishment of a manpower research office for librarianship at the University of Maryland, which would serve as headquarters for the program.

In the manpower blueprint, outlined in an article by Wasserman and Bundy, it was stated that the project should help the field to "deal with its manpower needs and problems on the basis of empirical evidence and careful analysis, rather than on intuition and pragmatism as it has in the past." Further, it was stated that it should "help evolve realistic supply and demand projections, generate the information needed to present a more reasoned portrait of the profession to those who influence career choice and for those who may be stimulated to consider a career in this field," and it was hopeful that the findings would "influence future educational arrangements and forms of training in the field by aiding educators to adapt to future needs and in their choice of appropriate recruits."[9]

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[8] "Major Manpower Project Funded at University of Maryland," Library Journal, 92:2867+, September, 1969.

It was hoped that the above research would provide data which will be helpful in developing sound policy judgments on issues such as selection, recruitment, training, and utilization of library personnel in a rapidly changing profession.

In a study prepared for the President's special program at the ALA conference in 1967, Drennan and Reed reported that in the school year 1961-62 there were 560 "professional" vacancies reported in 1,760 academic libraries, showing a vacancy rate of 5.2%, as compared with a rate of 5.8% for 1964-65.[10]

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[9] Wasserman, Paul and Bundy, Mary Lee, "Manpower Blueprint," Library Journal, 92:200, January 15, 1967.

[10] Drennan, Henry T. and Sarah R. Reed, "Library Manpower," American Library Association Bulletin, 61:958, September, 1967.

Below are statements regarding The Standards for College Libraries,[11] which were prepared by the ACRL Committee on Standards:

> The library should be operated by a broadly educated and highly qualified staff of professional librarians, under the direction of a chief librarian. The professional librarian is defined as one holding a graduate library degree.
>
> The size of the staff will vary with the size of the institution, but three professional librarians constitute the minimum number required for effective service, i. e., the chief librarian and the staff members responsible for readers services and technical processes. In addition to student enrollment, several other factors are important in determining the number of librarians needed, such as the type of organization within the library, the size and character of the collections, the teaching methods prevailing in the institution, the number of hours during which the library is open, and the arrangement of the building. At least one professional librarian should be on duty at all times during which the library is open for full service.
>
> In addition to the professional librarians, the library should have an adequate non-professional staff. The ratio of professional to non-professional staff will vary according to the specific needs of institutions. Great care should be taken that professional staff members do not spend their time in doing work that is essentially of a clerical nature...
>
> As the size of the library increases, the ratio of the non-professional to the professional staff should be larger...

In addition, The Standards for Junior College Libraries, prepared by the same committee, contain the following statements:

> The library should have a broadly educated and well qualified staff of professional librarians. Being responsible for the effective operation of the library and for the interpretation of its collections,

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[11] "Standards for College Libraries," College and Research Libraries, 20:275-76, July, 1959.

> they must be able to perform a great variety of important services. Professional members of the staff in a junior college library should hold a graduate library degree and possess also, wherever needed, a credential to meet state certification laws. They should have a rich subject background.
>
> The size of the staff will depend upon such major factors as the number of students and faculty the library serves, the number of hours the library is open, the type of curriculum or curricula offered, the teaching methods prevailing at the junior college, the arrangement of the library rooms, the nature of the services required, and the rate of growth of the collection. A professional librarian should be on duty at all times the library is open for full service.
>
> Two professional librarians are the minimum number required for effective service in any junior college with an enrollment up to 500 students (full-time equivalent). In addition, there should be at least one non-professional library staff member. The larger the institution, the more appropriate it will be to employ a higher proportion of non-professional staff. Great care should be taken that professional staff members do not spend their time doing work that is essentially clerical,... If the library administers the audio-visual services, additional competent staff should be provided.[12]

The study by Drennan and Reed reported 1,147 vacant budgeted "professional" positions in public libraries in 1962 from a total of 20,999, the vacancy rate being 5.5%. Further, in 1965 there were 1,015 vacant budgeted "professional" positions in public libraries with service areas of 25,000 and above, with the vacancy rate being 7.1%.[13]

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[12] "Standards for Junior College Libraries," College and Research Libraries, 21:201-02, May, 1960.

[13] Drennan and Reed, op. cit., p. 959

Drennan and Reed reported that in 1962 there was one filled "professional" position in public libraries for every 7,880 residents.[14]

It was pointed out in the above study that one would expect, in general, to find that the larger the library's service area in population, the higher the vacancy rate for budgeted "professional" positions.

The 1966 Minimum Standards for Public Library Systems specified that there should be at least one staff member (full-time or equivalent) for each 2,000 people in the service area and that professional personnel should be provided at all hours when public libraries are open. The Standards further stated that at least one professional staff member should be provided for each of the following services:[15]

1. Administration
2. Organization and control of materials
3. Selection, information, and advisory service for adults
4. Selection, information, and advisory service for young adults
5. Selection, information, and advisory service for children
6. Extension services

---

[14] Ibid.

[15] ALA. Public Library Association Standards Committee and Subcommittee. Minimum Standards for Public Library Systems, 1966, Chicago: American Library Association, 1967, p. 54.

The Standards stated that each public library should have a position classification plan and that positions be distinguished as Professional, Subprofessional, and Clerical. The standards read that:[16]

> 1. The professional librarian should be qualified by five years of formal education beyond secondary schooling, including graduation from a library school accredited by the ALA.
> 2. Subprofessional staff members should be college graduates... preferably working toward graduate library education.
> 3. Clerical staff members should be high school graduates, with personal qualifications and skills necessary to their positions.

The ratio recommended was one professional or subprofessional to two clerical.

Drennan and Reed reported that in 1961 there were 24,491 school librarians employed in school districts enrolling 150 pupils or more and 591 unfilled budgeted professional school library positions for these schools, the vacancy rate being 2.4%. By the 1965-66 academic year, there were 35,000 professional school library positions, an increase of 40% over 1961. It was estimated that in 1965-66 there were 35,000 school librarians with 6 or more semester hours of library science, with 80% (28,000) having 15 or more hours. Of these 35,000 school librarians approximately 26,950 (77%) were in secondary schools, and 8,050 (23%) were in elementary schools.[17]

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[16] Ibid., p. 51.

The Drennan-Darling report on library manpower reported that in 1962 77% of all school librarians were in secondary schools. This report also found that in 1962 27% of the school librarians had Master's degrees and that 65% had one or more years beyond the Bachelor's degree.[18]

According to Drennan and Reed the U. S. Office of Education projected that in 1965-66 2,000 school librarians entered the field with 15 or more hours of library science, and according to the Strout report, only about one-fourth of these were graduates of ALA-accredited library schools. The others were reported to have come from an unaccredited graduate library school, a school of education graduate librarianship, or from undergraduate programs.[19]

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[17] Drennan and Reed, *op.. cit.*, p. 960.

[18] Drennan, Henry T. and Richard L. Darling. *Library Manpower: Occupational Characteristics of Public and School Librarians.* Washington, D. C.: Government Printing Office, p. 19.

[19] Drennan and Reed, *op. cit.*, p. 961.

U. S. Office of Education projections for 1964-65 showed 12% of the students in the Southeast without libraries, the lowest in the country, and for the same year showed that the Southeast had approximately 1/3 of the nation's school librarians.[20]

According to Drennan and Reed the number of school librarians needed annually to maintain the same number of school librarians in the nation as reported in 1964-65 would be 3,400, which was reportedly more than were graduated with post-baccalaureate degrees from all library schools that year, both ALA-accredited and not.[21]

The 1960 ALA Standards recommended "one librarian for each 300 students or major fraction thereof" (for the first 900 students or fraction thereof), but no region in the U. S. met this standard.[22]

In the Standards for School Media Programs, published by the ALA and NEA in 1969, it was recommended that each school media center have one full-time media specialist for every 250 students, or major fraction thereof. In discussing the changes occurring in school libraries, it was pointed out that "in view of the rapid expansion and continuing change in knowledge, communications, curricular developments, and technology, the need for specialization in the school media and in the professional education of media specialists has become urgent."[23]

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[20] Ibid.

[21] Drennan and Reed, op. cit., p. 961

[22] Ibid.

As a part of these standards it was recommended that schools with 2,000 or fewer students provide at least one media technician and one media aide for each professional media specialist and that in schools with an enrollment beyond 2,000 that number might need to be adjusted.[24]

The Standards for secondary schools accredited by the Southern Association of Colleges and Schools stated that member schools with an enrollment of not more than 299 must provide at least one half-time librarian who has completed a minimum of twelve (12) semester hours in library science, and that schools having an enrollment of 300-999 must provide a full-time professionally qualified librarian. The standards further stated that schools with an enrollment of 1,000 or more must have, in addition to the above, at least one additional professionally qualified instructional material services assistant such as a librarian, an audio-visualist, or a material specialist." Schools with 750 or more pupils must have a full-time clerical assistant. Lastly, schools having an enrollment of more than 1,500 were encouraged to provide additional staff beyond the above.[25]

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[23] Joint Committee of the ALA and the NEA. Standards for School Media Programs. Chicago and Washington: American Library Association and National Education Association, 1969. , p. 12.

[24] Ibid., p. 16.

In the 1970-71 Rules, Regulations, and Minimum Standards, published by the Tennessee State Board of Education, it was stated that in schools "embracing grades 9 through 12; 10 through 12; 7 through 9; 7 through 10; 7 through 12; 8 through 12" and with a current average daily attendance of more than 300 pupils, there should be a full-time certified librarian. The standards further stated that schools having a current average daily attendance of fewer than 300 pupils in the above categories must provide at least a half-time certified librarian.[26]

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[25] Southern Association of Colleges and Schools. Proceedings of the Seventy-Fifth Annual Meeting of The Southern Association of Colleges and Schools, November 29-December 2,1970, Atlanta, Georgia, p. 146.

[26] Tennessee. State Board of Education. Rules, Regulations, and Minimum Standards, 1970-71, Nashville, 1970, p. 49.

Following is the requirement which was given by The Southern Association of Colleges and Schools for elementary schools which qualify for accreditation:[27]

> Schools with less than 12 full-time classroom teachers shall employ a professionally qualified librarian (media specialist) who shall spend half-time or more in the school. Schools with 12 or more full-time classroom teachers shall employ a full-time, professionally qualified librarian (media specialist). Schools with 30 or more full-time classroom teachers shall employ additional library staff - professional and/or clerical. (Recommendation: When the number of full-time classroom teachers is 20 or more but less than 30, schools should employ at least half-time clerical help in addition to the librarian. With 30 or more teachers, this clerical help should be full-time).

Requirements in Tennessee elementary schools, as stated in the 1970-71 Rules, Regulations, and Minimum Standards, called for a full-time certified librarian in schools with 20 or more classroom teachers and at least a half-time certified librarian in schools with 15-19 teachers.[28]

Bolino pointed out the problem caused by the unsophisticated nature of the data which has been reported in the library literature and the subsequent difficulty when trying to analyze library statistics. In using statistics which were compiled by the Manpower Project in the Maryland Study, of which he is serving as manpower research economist, he stated that from 1959 to 1966 the number of professional librarians rose 60.1 thousand to 80.9 thousand, which is a 34% increase. The fastest gain for professional employment was seen in college and university libraries which showed an increase of 60.2% from 1959 to 1966. A rise was seen in the number of professional librarians employed in all types of libraries from 1959 to 1966, the percentage of change being as follows: 44.3% for public elementary and secondary schools; 51.6% for non-public elementary and secondary schools; 12.5% for public libraries; 30.2% for special libraries; and an overall increase of 34.6% for all libraries combined.[29]

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[27] Southern Association of Colleges and Schools, op. cit., p. 288.

[28] Tennessee. State Board of Education., op. cit., p. 51.

Bolino further pointed out that special libraries appeared to be the fastest growing sector in the library profession, with the American Library Directory listing a gain from 558 in 1944 to 4,011 in 1965.[30]

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[29] Bolino, August C. "Trends in Library Manpower," Wilson Library Bulletin, 43:271, November, 1968.

[30] Ibid., p. 273.

The Objectives and Standards for Special Libraries contained the following statements regarding staff:

> The quality of the special library's personnel is the most important factor in the effectiveness of the library as an information center for an organization...
>
> The special library administrator should be a professional librarian who can, by virtue of his education or subject specialty, experience, and personal qualifications, successfully carry out the objectives and functions of the special library.
>
> The administrator of a special library should hold a degree from a library school of recognized standing and have three years of professional experience in a special library; or, he should be a subject specialist in the field pertinent to the organization's work who has demonstrated his professional competence through at least three years of professional experience in a special library. A combination of formal subject training and education in librarianship is desirable...
>
> Staff librarians should be professional librarians who can meet certain qualifications in education and experience. A staff librarian should hold a degree from a library school of recognized standing, or he must have demonstrated the ability to adapt his subject or technical background to professional responsibilities through at least three years of experience in a special library.
>
> Specialists other than librarians may be part of the professional library staff...The special positions described below may be filled by staff members who may or may not be librarians...The Literature Searcher...The Translator...The Abstractor...The Indexer...The Information Systems Specialist...
>
> Nonprofessional staff are responsible for the clerical tasks that support the professional staff's work...Clerical staff members should have a high school education as a minimum and be formally trained in the use of typewriters and other business machines such as key punch. They should be selected with specific reference to the technical skills and personal qualifications needed in the jobs they fill.
>
> The proportion of nonprofessional staff to professional staff depends upon the number of professional staff, the size of the collection, the nature of the services, and the quantity of records maintained. To meet minimum standards, a division of professional and nonprofessional functions is necessary. The special library must have at least one professionally qualified librarian and one clerical worker. The

recommended ratio of nonprofessional staff to professional staff is three to two. As the library expands its collection and services, the special library administrator is responsible for recommending the addition of both professional and clerical personnel.[31]

A shortage of more than 100,000 librarians was shown by the ALA's National Inventory of Library Needs in 1965, in addition to the shortage of 18,000 special librarians as given by the Special Libraries Association. In obtaining these estimates a comparison was made between the actual levels of employment and the additional number needed to meet ALA standards. Shortages indicated were as follows for 1963-64: Public schools -87,000; Public libraries -6,400; Academic libraries -3,800; and nonpublic schools -10,500.[32]

However, it must be remembered, as pointed out by Bolino, that the above data did not represent "real" vacancies in the sense that funds had been budgeted for that many librarians, but were only what would be desired in order to meet ALA standards.

Bolino indicated that, although the number of professional vacancies had increased, the actual vacancy rate has declined.

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[31] "Library Standards; Objectives and Standards for Special Libraries," The Bowker Annual of Library and Book Trade Information, New York: R. R. Bowker Company, 1965, pp. 130-32.

[32] Bolino, op. cit., p. 276.

He showed the following number of unfilled positions and vacancy rates: For academic libraries in 1963, 632 unfilled positions were reported, with a vacancy rate of 3.2%; for public libraries in 1965, the 1,416 vacancies represented a rate of 2.8%; and a vacancy rate of 8.2% was reflected in the 1,768 unfilled positions reported for school libraries.[33]

Finkler, in his article in Library Journal, reported an effort in Maryland to correct the manpower problem in 1965, where a shortage of 700 librarians was indicated, including 400 in schools, 250 in public libraries, and 50 in colleges. Following a Citizens' Conference on Libraries on March 24, 1965 in College Park, the Legislative and Planning Committee of the Maryland Library Association in 1967 developed recommended "Minimum Professional Personnel and Staffing Standards for Maryland's Public Library Systems," which public libraries would be required to meet in order to receive state aid. Although the proposed standards were somewhat more conservative than national standards, they were an effort to arrive at a solution to the manpower problems in that state.[34]

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[33] Bolino, op. cit., p. 277.

[34] Finkler, Norman, "Maryland's Manpower Shortage," Library Journal, 93:3745, October 15, 1968.

In one of the four papers prepared for the 1967 ALA Conference, Gumaer stated that in 1966 the State Department of Education in New Jersey reported a critical shortage of school librarians in that state and that 215 new school librarians would be needed in New Jersey each year for the next ten years to meet the demand, recommending that the state institutions involved in library science programs work toward alleviating this problem. Gumaer pointed out further that the New Jersey study compared well with the nationwide study made in 1966 by the National Education Association, in which the potential supply in relation to demand for school librarians was 60% for the U. S. as a whole, showing a critical shortage.[35]

As Lester Asheim pointed out, there are some who feel that the real problem is not one of too few professionally-trained persons for professional jobs, but rather one of the misuse of those professionals now employed and assigned to non-professional tasks.[36]

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[35] "Crisis in Library Manpower: Myth and Reality," Four papers by: Ralph Conant, Robert Havighurst, William Goode, and Harry T. Gumaer. American Library Association Bulletin, 61:557, May, 1967.

[36] Asheim, Lester E. "Manpower, a Call for Action," Library Journal, 92:1795, May 1, 1967.

There was much feeling expressed in library literature that too often jobs in libraries are being performed by professionals which could be done just as well or better by "supportive" personnel and that professional librarians are spending too much time on routines at the expense of services. Harlow stated in 1964 that "the shortage of librarians will markedly increase as long as the traditional use of professional staff persists; and it will be impossible to man most libraries fully, and many of them at all, without radically overhauling the organization and responsibility of positions and people."[37]

Havens felt that the nonprofessional jobs now assigned to professionals should be reassigned to nonprofessional personnel and that there is a need to redesign library jobs to fit the labor supply available.[38]

Bolino made a practical observation in stating that the increasing use of nonprofessionals in all types of libraries could be related to the rising costs of operating libraries, since nonprofessional staff can be employed at a lower salary than professional personnel.[39]

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[37] Harlow, Neal, "The Present is not What it Was;" The Edith M. Coulter Lecture, 1963, Library Journal, 89:2531, June 15, 1964.

[38] Havens, Shirley, op. cit., p. 2713.

[39] Bolino, op. cit., p. 271.

Dan Lacy stated that "there are probably hundreds of thousands of positions in American libraries that require more than clerical skill but less than professional training..." and that "particularly in school libraries, the only hope for providing the service is to call on the reservoir of teachers who have some library training but no professional degrees."[40]

As a result of a grant from Library Services and Construction Act, in February 1970 a task analysis study was begun in Illinois libraries by Social, Educational Research and Development, Inc. of Silver Springs, Maryland in an effort to examine the utilization of library staff in that state and to make suggestions for the more effective use of personnel. Eighteen libraries of various types were included in the study in which a job analysis of work being performed of library personnel. Phase II of the study was to include the analyzing, etc. of the data collected and developing materials for publication.[41]

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[40] Ibid., p. 277.

[41] "Task Analysis Study in Illinois: Phase I of a Cooperative Project; ALA Progress Report," American Libraries, 2:312, March, 1971.

One fact which seemed to be evidenced from the literature reviewed was the shortages in certain geographic areas or for specific types of jobs.

Asheim pointed out that one of the areas where the most severe shortages are seen was among qualified teaching personnel in library schools.[42]

According to the results of a survey by the Association of American Library Schools and reported in Library Journal in April, 1971, there are plenty of openings for Ph. D's on library school faculties, since only about half of those receiving Ph. D's in library science enter the teaching field. According to this survey the minimum number needed per year through 1976 is 100, which is far above the 17 which were produced in 1968 and slightly under the 112 projected to receive Ph. D's in 1972. This article reported that there were 60 vacancies in 1970-71.[43]

Bolino reported that only 163 doctorates were awarded in the library field between 1953 and 1966.[44]

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[42] Asheim, "Manpower, a Call for Action," op. cit., p. 1795.

[43] "Library Education Need:More Ph. D Holders," Library Journal, 96:1312, April 15, 1971.

[44] Bolino, op. cit., p. 276.

Gaver pointed out that there is no problem in filling jobs in libraries where certain conditions are met, these being if the library is close to a metropolitan area or library school; if starting salaries are good and there is provision for good salary schedules; if there is a differentiation of positions; when working conditions are good; and where the positions called for "generalists" rather than specialists.[45]

It was pointed out by Dougherty that shortages might also exist for specialties such as subject bibliographers, linguists, managerial specialists, and systems personnel.[46]

Those claiming that there is a real manpower shortage in the library profession gave several reasons which contribute to it. Seymour L. Wolfbein, special assistant to the Secretary for Economic Affairs, U. S. Department of Labor, said that the manpower profile has been shaped by seven changes:

1. Technological--with an increase seen in worker productivity at a rate of 3% a year since the end of World War II.
2. Industrial--with the majority of the labor force involved in service-producing rather than the goods-producing sector of the economy.

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[45] Havens, Shirley, "ALA Conference: Manpower--the big show," op. cit., p. 2713.

[46] Dougherty, Richard M. "The Manpower What?" College and Research Libraries, 31:225, July, 1970.

3. Occupational--one of every eight workers being classified as a professional and technical person.
4. Geographic--showing a westward shift and a transition from an urban to a suburban population.
5. Educational--with the average worker having more than a high school education and the average professional worker having the equivalent of a Master's Degree.
6. Population.
7. Manpower--with 26 million new young workers entering the work force during this decade, but a decline in the age group 35-45.[47]

Bolino felt that the heavy reliance on women in the library field has contributed to the manpower problems, since they usually involve little mobility, lower pay, greater use of part-time personnel, and a higher turnover rate, all which may tend to discourage men from entering the field; yet, as he further pointed out, these factors might encourage more men to enter the library profession, since, in all probability, they could advance more quickly and more easily.[48]

Gaver, as ALA president-elect in 1966, in pointing out problems in the library profession which needed attention, emphasized the need for more effective education and training for new kinds of positions in libraries, more adequate remuneration, and more satisfying working conditions, as well as the need for more effective recruitment programs.[49]

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[47] Havens, Shirley, "ALA Conference: Manpower--the big show," op. cit., p. 2713.

[48] Bolino, op. cit., p. 276.

On the other hand, there were some who claimed that the shortages are exaggerated and that there is no serious library manpower shortage in the United States; further it was felt by some that the vacancy rates could be reduced with more effective use of existing manpower, as implied above.

In attempting to determine some of the causes for the shrinking job market, it was noted that at least one of the contributing factors would be the large number of persons reaching employment age in recent years, as a result of the baby boom of the 1940's. Also, the recruitment campaigns conducted in the library profession have resulted in an increase in the number of persons entering the field. According to Bolino the number of earned degrees in library science has nearly tripled since 1960, even though one-third of the total Master's degrees have been awarded by nonaccredited schools.[50]

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[49] ALA. Special Committee on National Manpower Programs. "Library Manpower Problems," A Committee Report, American Library Association Bulletin, 62:995, September, 1968.

[50] Bolino, op. cit., p. 274.

Further, the increased demands generally for graduate training, as well as the effect of increased scholarship funds, have had a tremendous impact on the manpower status of the library profession, while at the same time it must be kept in mind that the nationwide economic situation has certainly had its effect upon the employment picture in libraries as well as in most other fields.

Berry, in an editorial for Library Journal, cited the following as causes of the end of the manpower shortage: (1) Federal aid on the wane; (2) cities in a desperate fiscal plight; (3) downward trends in all sectors of the economy, (4) the growing anti-intellectualism of our times, and (5) the leveling of elementary, high school, and even undergraduate enrollments.[51]

As reported by Reed at an Institute on the Future of Library Education, which was held at Cleveland in April 1962, serious concern was expressed in regard to professional library education, and criticism was hurled at the existing programs and their ability to produce the quality and quantity of librarians needed during the 1960's. At this institute The American Library Association was urged to develop a sound, flexible, imaginative national plan for librarianship.[52] Richard H. Logsdon was appointed chairman of an advisory committee which was charged with a preliminary study for the development of a National Plan for Library Education.

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[51] Berry, John III, "Too Many of Us or Too Few?" (Editorial) Library Journal, 95:3711, November 1, 1970.

Growing out of this was the ALA Commission on a National Plan for Library Education, which was established in the fall of 1962, with membership composed of representatives of several national library associations, principal fields of librarianship, and related agencies. The first session of the Commission was held in Chicago at the mid-winter meeting in 1963, and the ALA Office for Library Education was established in 1964. During the academic year 1966-67, the director of the office was confirmed, and Lester Asheim was appointed as the first Director of the Office for Library Education.

One of the major achievements of this office has been the adoption in 1970 as ALA policy the statement on Library Education and Manpower, shown in Table I and referred to in Chapter I. As stated in the proposal presented in the April 1970 issue of American Libraries, the purpose of the policy statement "is to recommend categories of library manpower, and levels of training and education appropriate to the preparation of personnel for these categories, which will support the highest standards of library service for all kinds of libraries and the most effective use of the variety of manpower skills and qualifications needed to provide it."[53]

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[52] Reed, Sarah R. "A National Plan for Library Education," (Editorial) American Library Association Bulletin, 57:9, January, 1963.

By and large the policy statement has received favorable response from the profession, but many have voiced concern over the difficulty in implementing it. Summers emphasized that it will require changes in the salary and personnel classification systems in many instances, and pointed out the difficulty in differentiation, both in salary and duties, between the library technical assistant and the clerk.[54]

The greatest amount of opposition, as one would suspect, has come from school librarians. Their strongest objection was to the designation of "supportive" library personnel for a person who has not earned a Master's degree and who would not be considered "professional" under the new policy, in which the term "Librarian" is used to indicate a professional graduate librarian.

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[53] "Library Education and Manpower: ALA Policy Proposal," American Libraries, 1:341-344, April, 1970.

[54] Summers, F. William. "Asheim as Viewed by a State Librarian," Southeastern Librarian, 19:73, Summer, 1969.

Shortly after the policy was adopted by the ALA Council, the following resolution was proposed by the State Assembly delegates to the American Association of School Librarians on July 1, 1970:[55]

> Whereas, school librarians are professional teachers with a specialization in professional education and,
> Whereas, they are recognized as professionals by the National Education Association and,
> Whereas, school librarians function at a very high professional level exercising independent judgment in working with other professionals and young people and,
> Whereas, the Asheim report on Library Education and Manpower passed by the American Library Association Council on Tuesday, June 30 strips the bulk of school librarians in the United States of their professional status and denotes them to support personnel and,
> Wherefore be it resolved, that the State Assembly Delegates to AASL meeting at Detroit on July 1, 1970, repudiates the policy statement on Library Education and Manpower of the American Library Association and asks the support of all librarians in setting aside the policy statement until it can be modified to return certified school librarians to their rightful professional position.

The sentiments which many others in the library profession have had might be summed-up in the statement of Paul Wasserman, who, in discussing the manpower study which was underway at The University of Maryland, said "When the members of a group or a profession expect something to change, they work for it."[56]

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[55] Mimeographed material supplied at Detroit ALA convention.

Lester Asheim stated that "It is the obligation of the professionals to engage actively in the establishment and maintenance of standards and norms governing the preparation of people who work at any level in libraries. They should define and guide the kinds of training needed by supportive staff and the kinds of preparation most useful at the professional level and not merely the education of those who will hold positions at the level we now call "professional."[57]

Helen Brown stated that "the control of entrance into the occupation through the setting of standards for education and training is a characteristic of a mature profession."[58]

In this connection, a report from the Commission on a National Plan for Library Education, in the April 1967 ALA Bulletin, pointed out that librarianship is undergoing major transformation due to the socioeconomic, educational, scientific, and other changes and that technological revolution has made a great impact on the kinds of services offered by libraries and on the organization and administration of them. The report stated that "only when the types, functions, and levels of positions in various kinds of libraries have been identified and analyzed with respect to the agreed-upon desirable activities to be performed will it be possible to establish the skills and types of knowledge needed for competent performance in these positions."[59]

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[56] Wasserman, Paul. "Elements of a Manpower Blueprint; Library Personnel for the 1970's," American Library Association Bulletin, 63:583, May, 1969.

[57] Asheim, Lester E. "Education and Manpower for Librarianship; First Steps Toward a Statement of Policy," American Library Association Bulletin, 62:1096, October, 1968.

[58] Brown, Helen M. "Personnel and Manpower Needs of the Future," Library Trends, 18:77, July, 1969.

Lester Asheim, in reporting on the results of inquiries sent to all state library agencies and four dependencies requesting information concerning recent activities aimed directly at the problems of the manpower shortage, stated that, from the 81% response, activities included short-term institutes, conferences, workshops, seminars; inservice training programs, correspondence and extension courses; a variety of recruitment efforts, internships and scholarship programs; survey of manpower needs and salaries; and one or two research programs.[60]

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[59] ALA. "A Report from the Commission on a National Plan for Library Education," Representative from the Commission. American Library Association Bulletin, 61:421, April, 1967.

[60] Molz, Kathleen, "Report on Manpower Conference,"Wilson Library Bulletin, 42:820, April, 1967.

In answer to the question of "What are librarians doing about the library manpower problem?" Asheim said "A little, but not enough... Little is being done that is new enough, inventive enough, or large-scale enough to make much of a difference overall. By and large, these activities represent a small intensification of standard approaches: a few more scholarships; a small rise in base salaries; another local survey to be checked in and filed."[61]

It has been concluded by many that the primary responsibility for taking action aimed at resolving the manpower problem lies with the American Library Association and that sharing in this responsibility were the state agencies and library schools.

Throughout the literature was noted the increasing concern with the quality and nature of current library education and the felt need for revamping the library school curricula in many instances to meet the needs of the future librarian. Also, the literature emphasized the need which is continually being felt for providing more and better opportunities for continuing education so that librarians might keep pace with the changes which are occurring so rapidly in the profession.

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[61] Havens, Shirley. "Manpower, a Dialogue," Report of a Special Manpower Conference, Library Journal, 92:1799, May 1, 1967.

Van Riper felt that, because of factors such as technological changes, automation, improved communications, requirements of the "space age," etc., the period of time for which occupational knowledge and skill will remain relevant will be reduced and that many people will become occupationally obsolete. He pointed out that this may occur more than once in a person's lifetime and emphazied the importance of retraining, programs of continuing education, provision of sabbatical leaves, improved management development programs, etc.[62]

As pointed out by Havighurst, there have been many drastic changes in the curricula in American Schools, in the methods of teaching, and in study, all of which have had their effect on libraries. He stated that librarians must be prepared to meet the new demands which have been brought about by these changes.[63]

William Chait stated that "Professional education, like all education, must be a continuing process. If your experience is to be 40 years of constantly changing, more responsible activity, you cannot educate for it in one year in youth. You can't pay the fare with one year of school when you get on, if you want to take the full ride."[64]

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[62] Van Riper, Paul P. "The Dimensions of Manpower: Problems and Policies," Wilson Library Bulletin, 41:800-809, April, 1967.

[63] "Crisis in Library Manpower: Myth and Reality," op. cit., p. 537.

One noticeable trend in the thinking of library leaders was the need to add to the library staff those who have specialties in other academic areas, and not necessarily training in library education, including specialists in public relations, business management, information science, and subject specialists in the various fields.

Bone and Hartz gave the following requirements for today's librarian who is to function adequately and efficiently:[65]

> 1. Be skilled communication leaders, able to guide, to interpret needs and programs.
> 2. Know as much about the new media as is known about books: what each medium is, what its purpose is, what each does and its limitations.
> 3. Understand communities--their government, social organization, financial bases, educational patterns, and information requirements.
> 4. Understand principles of management and make intelligent application of these principles.

Bone and Hartz further emphasized the need for skills in public administration, public finance, management theory, and public relations by public and school librarians.[66]

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[64] Bone, Larry Earl and Frederic R. Hartz, "Taking the Full Ride; A Librarian's Routes to Continuing Education," Library Journal, 95:3244-46, October 1, 1970.

[65] Ibid.

[66] Bone and Hartz, op. cit., p. 3246

A feeling has been expressed by many librarians that consideration should be given to reexamining the ALA standard of a 5th year of professional work beyond the Bachelor's degree for school librarians.

Bolino reported that attendants at a meeting of the Middle-Atlantic Library Association in 1967 recommended that the basic qualification for librarians be the Bachelor's degree from a recognized four-year college, including initial training in library science.[67]

Some would even favor an undergraduate major in library science, but Asheim felt that this should be discouraged, since the major in library science represents too great an inroad into the student's general education at the undergraduate level.[68]

Many leaders in the field believed that, in any case, the Master's program should be reexamined and perhaps upgraded to include as its primary concern principles, research, and theory rather than vocational training as too often seen in the curricula presently. Many felt that the latter should be included in undergraduate training, if at all. In addition there has been a growing feeling that library education should allow greater specialization, more emphasis on research at the graduate level, and the inclusion of other disciplines as part of the librarian's training.

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[67] Bolino, op. cit., p. 278.

[68] Toombs, Kenneth E. "Asheim as Viewed by an Academic Librarian," Southeastern Librarian, 19:76, Summer, 1969.

Asheim cited the following pressures for change: "Movements toward Bachelor's level programs and demands of special groups for educational programs geared to their specialized needs, such as research, junior college librarianship, information science, acquisitions, science, and school librarianship."[69]

In the same article, Asheim stated that changes which had already been observed were "the proliferation of library technician training programs and recognition of the need for them; a move toward post-Master's rather than doctoral programs for advanced studies; the appearance of single-purpose library schools to serve the needs of school librarianship and information science; an increase in the number of doctoral programs; and more attention being directed to the continuing education of librarians.[70]

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[69] "Library Education Changes Charted by (Lester) Asheim," _Library Journal_, 93:1956, May 15, 1968.

[70] _Ibid._

Another trend noted was the increase in the library science programs in junior colleges. In 1965 John Martinson identified twenty-four professional and technical programs in junior colleges, and in 1967 Bolino found 117 programs, 97 being the transfer type.[71]

It was felt by many that the junior college program should be the place for vocational and technical-type training in librarianship, but the problem seen here is the proliferation in types of programs at this level, some being the transfer-type and others of a terminal nature.

It was estimated in 1969 by Brown that the work force below the professional level would require 145,000 additional personnel during the next ten years.[72]

Baker, in her article in Occupational Outlook Quarterly, reported that in 1968 there were about 70,000 library technicians, compared with 105,000 professional librarians in the United States, with 70% of these technicians being women. Most of these personnel were employed in school and public libraries. Baker further reported that library technician training was available in about 100 junior or community colleges offering 2-year programs in library technology. In addition to one year of liberal arts courses, the typical curriculum included courses such as bibliographic science, cataloging, classification, and basic reference service and reference tools, as well as library organization, data processing, and audio-visual training.[73]

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[71] Bolino, op. cit., p. 276.

[72] Brown, Helen M., op. cit., p. 76.

Baker pointed out that, with the increasing need for library services and the continued shortage of professional librarians, the employment outlook is bright for the graduate of the 2-year library technician programs throughout the 1970's, predicting that 5,500 technicians will be needed each year between 1967 and 1975 to fill the need.[74]

Havens reported on a service study which was proposed by The University of Texas Graduate School of Library Science which would attempt to explore basic questions about the education of prospective library personnel in all kinds of libraries in that state and to formulate a long-range statewide plan for educating library personnel.[75]

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[73] Baker, Priscilla Aubrey, "Library Technician," Occupational Outlook Quarterly, December, 1968.

[74] Ibid.

[75] Havens, Shirley, "Manpower, a Dialogue," op. cit., p. 1799.

Another important development noted was the School Library Manpower Project, sponsored and funded by The Knapp Foundation of North Carolina, Inc. and administered by The American Association of School Librarians. This was to be a 5-year study of task analysis, education, and utilization of school librarians in an attempt to discover and develop new ways by which to train the school media person for his role in this rapidly-changing concept of the library and its program.

The experimental programs were to begin in the fall of 1971 and would train both undergraduate and graduate students as well as provide in-service training for teachers who plan to assume positions as heads of school or district library media centers.

Two-year grant awards in the amount of $100,000 were given to six institutions of higher education to "develop, implement, and evaluate new curriculum design and innovative approaches for the education of school library personnel." Institutions receiving the grants were: Arizona State University, Tempe; Auburn University, Alabama; Mankato State College, Minnesota; Millersville State College, Pennsylvania; University of Denver; and The University of Michigan, Ann Arbor.[76]

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[76] "Of Note," American Libraries, 2:331, April, 1971.

CHAPTER III

RESEARCH PROCEDURES

It was the purpose of this study to survey all of the libraries in the state of Tennessee in an effort to determine the present status of manpower in each of the categories of the newly adopted ALA Policy on Library Education and Manpower, presented in Chapter I, Table I. Further, it was proposed to determine vacancies in all libraries for each of the categories, as well as plans for additional budgeted positions during the following year. In addition, the study sought information regarding the specific types of personnel needed for the new positions planned.

General Procedure

A special form, shown in Appendix B, was developed for use in this study in order to obtain the information outlined above for college and university, special, and public libraries in Tennessee. Appendix C shows a special form which was used for gathering data from school libraries.

In addition to the special form used for college and university, special, and public libraries, a separate sheet was sent which defined and described thefive different levels of personnel as listed in the policy statement from ALA. (See Appendix D.) Along with these two sheets was sent a cover letter, shown in Appendix E, which explained the purpose of the study and gave other data which was felt appropriate.

Inclusive dates of the study were from February to July, 1971.

Sources of Data

The materials described above were sent to Tennessee libraries, as follows:

College and University:

A list of all colleges and universities, private and public, in Tennessee was obtained from the State Department of Education, Division of Higher Education, including senior institutions, professional colleges, two-year institutions, and state technical institutes. The survey materials were sent directly to the head librarian at each institution in this category, as follows:

Type of Institution	Number Sent
Senior colleges and universities	45
Junior and Community colleges	13
Professional Colleges	4
State Technical Institutes	3
Total	65

Institutions included in the study are listed, by type, in Appendix F.

Public Libraries:

Through the cooperation of the Public Library Division of the Tennessee State Library, a meeting was held with all of the directors of the twelve public regional library centers, at which the study was described and materials were distributed to each director, who, in turn, accepted responsibility for completing the forms for each public library composing that region, as well as for the regional center itself.

In addition, survey materials were sent directly to the State Library, the four large metropolitan public libraries, and the two non-affiliated public libraries. A breakdown of the public libraries included has been outlined below:

Type	Number Sent
Regional Centers	12
Public Libraries Affiliated with Regional System	167
Metropolitan Public Libraries	4
Non-affiliated Public Libraries	2
State Library	1
Total	186

Detailed information can be seen in Appendix G.

Special Libraries:

In the absence of a current complete list of special libraries in Tennessee, the following sources were used in selecting those libraries for inclusion in the study:

1. 1970-71 AMERICAN LIBRARY DIRECTORY
2. DIRECTORY OF HEALTH SCIENCES LIBRARIES
3. RESEARCH CENTERS DIRECTORY
4. SPECIAL LIBRARY DIRECTORY
5. TENNESSEE LIBRARIAN (Directory issue)
6. NASHVILLE AND DAVIDSON COUNTY LIBRARIES DIRECTORY
7. Files of Tennessee Library Association's Special Libraries Section for Special Libraries Directory currently being developed.

From the above sources a list was prepared, and survey materials were sent directly to the librarian at each library. The 116 special libraries included in the study are shown in Appendix H.

School Libraries:

After discussing the study with Miss Louise Meredith, Director of School Library Services for the Tennessee State Department of Education, it was learned that her office was planning a survey of all school libraries in Tennessee for a different purpose, and although it was not the same type of survey, it did propose to collect data which were similar. Therefore, it did not seem advisable to duplicate that effort and, at the same time, ask the school librarians throughout the state to complete forms for two studies. Miss Meredith volunteered to be responsible for gathering data from school libraries and to furnish the results for use in the present study. A special questionnaire (See Appendix C) had already been prepared for use in Miss Meredith's study, and although it did not include all of the information sought on the Tennessee Library Education and Manpower Survey Form (Appendix B), it was hoped that the data collected could be adapted so that it would be meaningful for the purposes of this study.

Miss Meredith sent questionnaires to all public and private junior and senior high schools in Tennessee and to all elementary schools having fifteen (15) or more teachers. Elementary schools with fewer than fifteen teachers were excluded since that is the point at which at least a one-half position is allowed under the minimum foundation school program in Tennessee public schools.

Miss Meredith emphasized that, although some of those smaller schools had no full-time librarian, per se, this by no means meant that they were without library materials and services, since these were often accomplished through cooperative and joint efforts of several schools within a system by sharing personnel and materials or by other means.

Questionnaires were sent to 1,322 Tennessee public and private elementary, junior high, and senior high school libraries.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Of the 367 forms sent to Tennessee college and university, public, and special libraries, 323 (88%) were returned. In these libraries 39 full-time vacancies were reported for a vacancy rate of 2.4%. Twenty-nine of these vacancies were in college and university libraries, whereas special and public libraries showed 1 and 9 vacancies respectively. As shown in Table II, 4 of these vacancies were for Senior Librarians, as defined by ALA policy, 18 were for Librarians, 4 for Library Associates, 5 for Library Technical Assistants, and 8 for Clerks. Part-time vacancies were for 1 Librarian, 2 Library Associates, and 5 Clerks. This may be compared with the 57 professional vacancies reported by the University of Tennessee study in 1968 for Tennessee libraries, as follows: College and University -23; Special Libraries - 17; and Public Libraries - 17. The vacancy rate in that study was 4.9%. This same study reported the following budgeted positions for professional librarians in 1968: Colleges and Universities - 210.6; Special Libraries - 126.5; Public Libraries - 153; and School Libraries - 977, for a total of 1,469.1.[77]

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[77] University of Tennessee. University Library School Committee. "Summary of Questionnaire Study to Determine the Need for a Graduate School of Library Science on the Campus of The University of Tennessee, Knoxville, 1968," (Mimeographed Material)

TABLE II

Summary of Data for College and University, Public, and Special Libraries

						VACANCIES									
						Full-time					Part-time				
TYPE OF LIBRARY	Number Sent	Number Returned	% Return	Full-time Vacancies	Vacancy Rate	Senior Librarian	Librarian	Library Associate	Library Tech. Assist	Clerk	Senior Librarian	Librarian	Library Associate	Library Tech. Assist	Clerk
College and University	65	65	100	29	3.8	4	10	4	3	8	0	0	0	0	2
Special	116	72	62	1	.5	0	1	0	0	0	0	0	0	0	1
Public	186	186	100	9	1.4	0	7	0	2	0	0	1	2	0	2
Total	367	323	88	39	2.4	4	18	4	5	8	0	1	2	0	5

TABLE II (Cont.)

Summary of Data for College and University, Public, and Special Libraries

TYPE OF LIBRARY	Full-time Personnel by ALA Policy Categories					"Professional" Personnel	"Supportive" Personnel	Library Associate and Above	TOTAL PERSONNEL		TOTAL POSITIONS	
	Senior Librarian	Librarian	Library Associate	Library Tech. Assist.	Clerk				Full-time	Part-time	Full-time	Part-time
College and University	80	216	126	78	242	296	446	422	742	78	771	80
Special	7	47	37	22	82	54	141	91	195	57	196	58
Public	14	117	126	105	280	131	511	257	642	286	651	291
Total	101	380	289	205	604	481	1098	770	1,579	421	1,618	429

TABLE II (Cont.)

Summary of Data for College and University, Public, and Special Libraries

TYPE OF LIBRARY	ADDITIONAL POSITIONS PLANNED										TYPES OF PERSONNEL NEEDED							
	Full-time					Part-time												
	Senior Librarian	Librarian	Library Associate	Library Tech. Assist.	Clerk	Senior Librarian	Librarian	Library Associate	Library Tech. Assist.	Clerk	Cataloging	Reference	Circulation	Periodicals	Acquisitions	Media	Data Processing	Miscellaneous
College and University	1	22	16	3	16	0	4	1	3	2	17	7	7	5 1/2	9	3 1/2	3	13
Special	1	0	2	1	1	0	0	1	0	0	1	0	0	1	0	0	0	5
Public	1	8	5	1	8	0	0	3	1	0	1	14	6	0	0	1	0	4
Total	3	30	23	5	25	0	4	5	4	2	19	21	13	6 1/2	9	5 1/2	3	22

During the next budget year, these libraries were planning to add a total of 86 full-time personnel, as follows: 3 Senior Librarians, 30 Librarians, 23 Library Associates, 5 Library Technical Assistants, and 25 Clerks. Additional part-time personnel planned included 4 Librarians, 5 Library Associates, 4 Library Technical Assistants, and 2 Clerks.

Types of personnel needed most were in Reference, with a total of 21 listed for additional positions. Other types needed, in order of frequency were: Cataloging (19), Circulation (13), Acquisitions (9), Periodicals (6 1/2), Media (5 1/2), and Data Processing (3).

In applying the ALA Policy, 101(6.4%)of these full-time personnel would be placed in the Senior Librarian category; 380 (24%) would be Librarians; 289 (18%) would be designated Library Associates; 205 (13%) would be classified as Library Technical Assistants; and 604 (38%) would be Clerks. As defined in the ALA Policy statement, 481 (30%) would be considered "Professional," and 1,098 (70%) would be termed "Supportive." A total of 770 (49%) would be at the Library Associate level and above.

Because of the nature of the school library study, which was conducted by Miss Louise Meredith, these data are treated separately and will appear in a later section of this chapter.

College and University Libraries

Of the 65 forms sent to college and university libraries, 65 (100%) were returned, as shown in Table III.

Data from these libraries revealed a total of 29 full-time vacancies, or a vacancy rate of 3.8%. Of these 29 vacancies, 18 were at the Library Associate level or above. Senior colleges and universities accounted for 22 of the 29 full-time vacancies reported. The only part-time vacancies were for 2 Clerks.

The 58 additional full-time positions planned for the following budget year included 1 Senior Librarian, 22 Librarians, 16 Library Associates, 3 Library Technical Assistants, and 16 Clerks; additional part-time positions planned included 4 Librarians, 1 Library Associate, 3 Library Technical Assistants, and 2 Clerks.

Types of personnel needed most for the additional positions planned were in the area of Cataloging and Acquisitions, showing a frequency of 17 and 9 respectively. Other personnel needs were distributed among Reference (7), Circulation (7), Periodicals (5 1/2), Media work (3 1/2), Data Processing (3), and miscellaneous (13).

In studying the data for personnel by category as defined in the ALA Policy, it was noted that, of the 742 full-time employees in all Tennessee college and university libraries, 80 (10.8%) were classified as Senior Librarians; 216 (29%) were Librarians; 126 (17%) were Library Associates; 78 (10. 5%) were Library Technical Assistants; and 242 (32. 6%) were Clerks. Part-time personnel were fairly evenly distributed among all categories, except Senior Librarians, where only 2 were listed.

Further analysis revealed that 296 (39. 8%) were classified as "Professional" on the basis of ALA policy, whereas 446 (60%) were classified as "Supportive." 422 (56.8%) ranked at the Library Associate level and above.

Senior Institutions:

When breaking this group down by type of institution, it was noted that, in the 45 colleges and universities classified as "senior institutions," a total of 22 full-time vacancies was reported, showing a vacancy rate of 3.2 %. Fourteen of these vacancies were at the Library Associate level or above, the rate here being 3. 6%. No part-time vacancies were reported for senior colleges and universities.

Of the 49 additional full-time positions planned for the next school year by senior institutions, 1 was for a Senior Librarian, 18 for Librarians, 15 for Library Associates, 1 for a Library Technical Assistant, and 14 for Clerks. Part-time positions for the following year included 2 Librarians, 1 Library Associate, 3 Library Technical Assistants, and 1 Clerk.

Senior college and university libraries showed the greatest need for personnel in the area of Cataloging and Acquisitions, reporting plans to add

16 and 8 respectively during the next year. Other needs expressed were from the areas of Circulation (7), Reference (6), Periodicals (4 1/2), Data Processing (2), Media (1/2), and miscellaneous (11).

Of the 673 full-time employees in Tennessee senior college and university libraries 73 (10.8%) were classified as Senior Librarians; 190 (28.2%) were Librarians; 117 (17.4%) were Library Associates; 66 (9.8%) were Library Technical Assistants; and 227 (33.7%) were Clerks. Part-time personnel included 2 Senior Librarians, 17 Librarians, 20 Library Associates, 15 Library Technical Assistants, and 15 Clerks.

In these libraries 263 (39%) would be classified by the ALA Policy as "Professional," and 410 (60.9%) would be termed "Supportive." Libraries in senior institutions had 380 (56.5%) persons who ranked at the Library Associate level and above.

Junior Colleges:

Table III shows that Tennessee junior college libraries reported 7 full-time vacancies during the 1970-71 academic year, with a vacancy rate of 14.6%. Three of these vacancies were for persons classified as "Librarians," 1 was at the Library Associate level, and 3 were for Clerks. Part-time vacancies included only 2 Clerks.

Only 4 additional full-time persons were planned for 1971-72 by junior college libraries, these being 1 librarian, 1 Library Associate, and 2 Library Technical Assistants. One part-time Clerk was planned.

Types of personnel needed by these libraries included Media, Acquisitions, Data Processing, Administrative, and General, with each showing a frequency of 1, except Media, where the need for 2 persons was reported.

A total of 41 full-time persons was reported for junior college libraries, with 5 (12.2%) being classified as Senior Librarians, 16 (39%) as Librarians, 5 (12.2%) as Library Associates, 6 (14.6%) as Library Technical Assistants, and 9 (22%) as Clerks. One Library Associate was reported for part-time personnel, along with 3 Library Technical Assistants and 2 Clerks.

According to the ALA Policy 21 (51.2%) of the full-time junior college library personnel would be designated as "Professional," whereas 20 (48.8%) would be "Supportive." Junior college libraries employed a total of 26 (63.4%) persons who would rank as Library Associates or higher.

State Technical Institutes:

State Technical Institutes accounted for 1 part-time and 14 full-time persons employed by libraries in this group. Of the 14 full-time persons, 1 (7.1%) was classified as Senior Librarian; 7 (50%) as Librarians; 2 (14.2%) as Library Technical Assistants; and 4 (28.6%) as Clerks. The only part-time person listed was in the Clerical category. (See Table III.)

No vacancies were listed for Tennessee State Technical Institutes.

TABLE III

College and University Library Data

TYPE OF LIBRARY	Number Sent	Number Returned	% Return	Full-time Vacancies	Vacancy Rate	VACANCIES									
						Full-time					Part-time				
						Senior Librarian	Librarian	Library Associate	Library Tech. Assist.	Clerk	Senior Librarian	Librarian	Library Associate	Library Tech. Assist	Clerk
Senior Institutions	45	45	100	22	3,2	4	7	3	3	5	0	0	0	0	0
Junior and Community Colleges	13	13	100	7	14,6	0	3	1	0	3	0	0	0	0	2
Professional Schools and Colleges	4	4	100	0	-	0	0	0	0	0	0	0	0	0	0
Technical Institutes	3	3	100	0	-	0	0	0	0	0	0	0	0	0	0
Total	65	65	100	29	3,8	4	10	4	3	8	0	0	0	0	2

TABLE III (Cont.)

College and University Library Data

TYPE OF LIBRARY	Full-time Personnel by ALA Policy Categories					"Professional" Personnel	"Supportive" Personnel	Library Associate and Above	TOTAL PERSONNEL		TOTAL POSITIONS	
	Senior Librarian	Librarian	Library Associate	Library Tech. Assist.	Clerk				Full-time	Part-time	Full-time	Part-time
Senior Institutions	73	190	117	66	227	263	410	380	673	69	695	69
Junior and Community Colleges	5	16	5	6	9	21	20	26	41	6	48	8
Professional Schools and Colleges	1	3	4	4	2	4	10	8	14	2	14	2
Technical Institutes	1	7	0	2	4	8	6	8	14	1	14	1
Total	80	216	126	78	242	296	446	422	742	78	771	80

TABLE III (Cont.)

College and University Library Data

TYPE OF LIBRARY	ADDITIONAL POSITIONS PLANNED										TYPES OF PERSONNEL NEEDED							
	Full-time					Part-time												
	Senior Librarian	Librarian	Library Associate	Library Tech. Assist.	Clerk	Senior Librarian	Librarian	Library Associate	Library Tech. Assist	Clerk	Cataloging	Reference	Circulation	Periodicals	Acquisitions	Media	Data Processing	Miscellaneous
Senior Institutions	1	18	15	1	14	0	2	1	3	1	16	6	7	4 1/2	8	1/2	2	11
Junior and Community Colleges	0	1	1	2	0	0	0	0	0	1	0	0	0	0	1	2	1	2
Professional Schools and Colleges	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Technical Institutes	0	3	0	0	2	0	2	0	0	0	1	1	0	1	0	1	0	0
Total	1	22	16	3	16	0	4	1	3	2	17	7	7	5 1/2	9	3 1/2	3	13

For the following year, these institutions planned 3 full-time and 2 part-time librarians and 2 full-time clerks, reporting the need for personnel in the areas of Cataloging, Reference, Periodicals, and Media work.

Professional Colleges:

As shown in Table III, the professional colleges and schools reported a total of 14 full-time persons employed in libraries, with 1 (7.1%) of these being classified as Senior Librarian; 3 (21%) as Librarians; 4 (28.6%) as Library Associates; 4 (28.6%) as Library Technical Assistants; and 2 (14.2%) as Clerks.

Four (28.6%) of these would be considered "Professional" by the ALA Policy, and 10 (71.4%) would be designated "Supportive." Eight (57.1%) would be at the Library Associate level and above.

These libraries reported no vacancies nor plans for adding any personnel during the succeeding year.

Public Libraries

A 100% return was received from the 186 forms sent to Tennessee public libraries, as outlined in Table IV.

Only 9 vacancies were reported for full-time positions in public libraries, for a rate of 1.4%. Seven of these 9 vacancies were at the Library Associate level or above, showing a vacancy rate of 2.7%. Four of the vacancies were reported for the State Library, 1 for the large

TABLE IV

Public Library Data

						VACANCIES									
						Full-time					Part-time				
TYPE OF LIBRARY	Number Sent	Number Returned	% Return	Full-time Vacancies	Vacancy Rate	Senior Librarian	Librarian	Library Associate	Library Tech. Assist	Clerk	Senior Librarian	Librarian	Library Associate	Library Tech. Assist	Clerk
Small Public Libraries	167	167	100	0	0	0	0	0	0	0	0	0	2	0	2
Metropolitan and Non-affiliated Libraries	6	6	100	3	.7	0	1	0	2	0	0	0	0	0	0
Regional Centers	12	12	100	2	2.1	0	2	0	0	0	0	0	0	0	0
State Library	1	1	100	4	12.9	0	4	0	0	0	0	1	0	0	0
Total	186	186	100	9	1.4	0	7	0	2	0	0	1	2	0	2

TABLE IV (Cont.)

Public Library Data

TYPE OF LIBRARY	Full-time Personnel by ALA Policy Categories					"Professional" Personnel	"Supportive" Personnel	Library Associate and Above	TOTAL PERSONNEL		TOTAL POSITIONS	
	Senior Librarian	Librarian	Library Associate	Library Tech. Assist.	Clerk				Full-time	Part-time	Full-time	Part-time
Small Public Libraries	0	10	18	26	64	10	108	28	118	165	118	169
Metropolitan and Non-affiliated Libraries	8	89	91	76	139	97	306	188	403	105	406	105
Regional Centers	4	11	16	3	60	15	79	31	94	16	96	16
State Library	2	7	1	0	17	9	18	10	27	0	31	1
Total	14	117	126	105	280	131	511	257	642	286	651	291

TABLE IV (Cont.)

Public Library Data

TYPE OF LIBRARY	ADDITIONAL POSITIONS PLANNED										TYPES OF PERSONNEL NEEDED							
	Full-time					Part-time												
	Senior Librarian	Librarian	Library Associate	Library Tech. Assist	Clerk	Senior Librarian	Librarian	Library Associate	Library Tech. Assist	Clerk	Cataloging	Reference	Circulation	Periodicals	Acquisitions	Media	Data Processing	Miscellaneous
Small Public Libraries	0	1	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0
Metropolitan and Non-affiliated Libraries	1	7	5	1	7	0	0	3	1	0	1	14	5	0	0	1	0	4
Regional Centers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
State Library	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	1	8	5	1	8	0	0	3	1	0	1	14	6	0	0	1	0	4

metropolitan systems, and 2 for the regional centers. The 5 part-time vacancies included 2 Library Associates, 1 Librarian, and 2 Clerks.

Twenty-three additional full-time positions were planned for the next budget year by public libraries, with 1 being for a Senior Librarian, 8 for Librarians, 5 for Library Associates, 1 for a Library Technical Assistant, and 8 for Clerks. Additional part-time positions planned included 3 Library Associates and 1 Clerk. Twenty-one of the 23 new positions were for large metropolitan libraries.

Types of personnel needed by public libraries were as follows: Reference (14), Circulation (6), Cataloging (1), Media Work (1), and Miscellaneous (4).

According to the ALA Policy 14 (2%) of the full-time public library personnel in Tennessee were classified as Senior Librarians; 117 (18.2%) as Librarians; 126 (19.6%) as Library Associates; 105 (16.3%) as Library Technical Assistants; and 280 (43.6%) as Clerks. The largest number of part-time personnel were Clerks, for which 204 (71%) were reported.

Tennessee public libraries employed 131 persons who would be classified as "Professional" by the ALA Policy. This represented 20.4% of the total of 642. Of these 131 persons, 97 (74%) were found in metropolitan libraries; 15 (11%) in regional centers; 10 (7.6%) in small public libraries; and 9 (6.9%) in the State Library. On the same basis 511, or 79.6%, would be classified as "Supportive." 306 (60%) of the "Supportive" personnel were reported for the metropolitan libraries; 108 (21%)

for small public libraries; 79 (15%) for regional centers, and 18 (3.5%) for the State Library. A total of 257 (40%) ranked at the Library Associate level or higher, with 188 (73%) of these being in metropolitan libraries; 28 (11%) in small public libraries; 31 (12%) in regional centers, and 10 (4%) in the State Library.

A further breakdown of the data revealed that, of the 14 full-time persons classified by ALA Policy as Senior Librarians, 8 were in the large metropolitan libraries, 4 were in the regional centers, and 2 in the State Library. Of the 117 Librarians, 89 were in the large metropolitan libraries, 11 in the regional centers, 10 in the small public libraries, and 7 in the State Library. Ninety-one of the 126 Library Associates were found in the metropolitan libraries, whereas 18 were in small public libraries, 16 in the regional centers, and 1 in the State Library. The majority of the Library Technical Assistants were found in the metropolitan libraries, where 76 were reported. The smaller public libraries reported a total of 26 Library Technical Assistants, and the other 3 were shown for the regional centers. Clerks were reported as follows: 139 for metropolitan libraries, 64 for smaller public libraries, 60 for regional centers, and 17 for the State Library.

More than half (165, or 58%) of the 286 part-time personnel were employed in the small public libraries. Metropolitan libraries reported 105 part-time employees, and the regional centers showed 16. No part-time personnel were given for the State Library. A large percentage of the part-time employees in public libraries were Clerical personnel, for which 204 (71%) of the total of 286 were shown. Other part-time persons included 1 Senior Librarian, 12 Librarians, 37 Library Associates, and 32 Library Technical Assistants.

School Libraries

In the school phase of the study Miss Louise Meredith sent forms (See Appendix C) to a total of 1,322 school libraries in Tennessee. This number reportedly represented all of the private and public secondary schools in the state and all elementary schools employing fifteen or more teachers. The 1,322 schools contacted represented 72% of the 1,797 public schools listed in the Annual Statistical Report of The Department of Education for the scholastic year ending June 30, 1971,[78] and the 37 private schools listed in The Directory of Public Schools for 1970-71 and a Listing of Approved Private and Special Schools for 1969-70.[79] A careful check of the latter publication revealed more than 800 elementary schools with fewer than 15 teachers, so apparently the 1,322 schools contacted included some elementary schools with fewer than 15 teachers, if the proper interpretation has been given of what constitutes an elementary school.

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[78] Tennessee. Department of Education. Statistical Report, 1970-71, Nashville.

[79] Tennessee. Department of Education. Directory of Public Schools for 1970-71 and a Listing of Approved Private and Special Schools for 1969-70, Nashville.

From the 1,322 schools returns were received for 1,280 individual librarians and 65 clerks, as outlined in Table V. Carl Cox's study in 1967 reported a total of 760 librarians employed in Tennessee public schools that year, with 362 serving high schools only, 308 employed in elementary schools, and 90 serving both high schools and elementary schools.[80]

No vacancies, as such, were reported for school libraries, since Miss Meredith stated that even though a trained librarian might not occupy the position in the school library, someone was filling the job, at least temporarily. It was further explained that this might be a teacher who was substituting on a temporary basis or one who was planning to begin training in library science or was currently in the process of obtaining such training.

The returns for school librarians included 1,072 full-time and 174 part-time persons, all classified at the Library Associate level and above, 34 Library Supervisors and/or Coordinators, and 65 Clerks.

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[80] Cox, Carl Thomas. "The Perceived Value of Library Service Courses in Tennessee State-Supported Universities," Unpublished Doctoral Dissertation, George Peabody College for Teachers, Nashville, 1968, p. 19.

TABLE V

Summary of School Library Data

TYPE	TOTAL PERSONNEL		PERSONNEL BY ALA POLICY CATEGORIES					Educational Background of Personnel				ALA Designation	
	Full-time	Part-time	Senior Librarian	Librarian	Library Associate	Library Tech Assist.	Clerk	Graduate Degree in Library Science	Graduate Degree in Another Sub. Field	Bachelor's Degree, w/ Library Certification	Bachelor's Degree, w/o Library Certification	"Professional" Personnel	"Supportive" Personnel
Elementary	527	121	5	160	483	0	15	110	55	435	48	165	483
Junior High	141	4	0	56	89	0	0	39	17	85	4	56	89
Senior High	404	49	12	196	245	0	50	150	58	228	17	208	245
Sub-Total	1,072	174	17	412	817	0	65	299	130	748	69	429	817
Supervisors/ Coordinators	34	0	3	23	8	0	0	20	6	8	0	26	8
TOTAL	1,106	174	20	435	825	0	65	319	136	756	69	455	825

Of the 1,246 school librarians, 17 (1%) were classified as Senior Librarians; 412 (33%) as Librarians; and 817 (66%) as Library Associates. 429 (34%) of these would be termed "Professional" by ALA Policy, and 817 (66%) would be designated "Supportive."

Of the 34 Library Supervisors and/or Coordinators, 3 (8.8%) were classified as Senior Librarians; 23 (68%) as Librarians; and 8 (24%) as Library Associates.

Of the total number, 319 (25%) had a graduate degree in library science, and 136 (11%) had a Master's degree in another subject area. 756 (59%) had the Bachelor's degree, with certification in library science, whereas 69 (5.4%) had the Bachelor's degree, but were not certified as librarians.

Senior High Schools:

Of the 453 librarians reported for Tennessee senior high schools, 150 (33%) had a graduate degree in library science; 58 (13%) had a Master's degree in another subject field, with a minor in library science and, therefore, were certified for school library work in Tennessee; 228 (50%) had the Bachelor's degree, with sufficient training in library science for certification; and 17 (3.8%) had a Bachelor's degree without library certification. On the basis of these figures 208 (46%) of the librarians employed in Tennessee senior high schools would be classified as "Professional" by the ALA Policy, whereas 245 (54%) would be designated "Supportive."

Further analysis showed 12 (2.6%) ranking as Senior Librarians; 196 (43%) as Librarians; and 245 (54%) as Library Associates. No Library Technical Assistants were reported for senior high schools.

Of the 453 librarians reported for senior high schools, 49 were employed only part-time.

Junior High Schools:

For the junior high schools, a total of 145 librarians was reported. Of this group 39 (27%) had a graduate degree in library science; 17 (12%) had a Master's degree in another subject field, with a minor in library science; 85 (59%) had the Bachelor's degree with certification in library science; and 4 (2.8%) had the Bachelor's degree without library certification. Fifty-six (39%) of the junior high librarians would be classified as "Professional" on the basis of ALA Policy, and 89 (61%) would be termed "Supportive."

Junior high school personnel were placed in the ALA Policy categories as follows: Senior Librarian - 0; Librarian - 56(39%); Library Associate - 89 (61%). No Clerks or Library Technical Assistants were reported for junior high schools.

Junior high school data made available showed 4 part-time persons employed.

Elementary Schools:

648 librarians were given for Tennessee elementary schools, with 110 (17%) of these holding a graduate degree in library science; 55 (8.5%) a Master's degree in a subject other than library science, but with library certification; 435 (67%) with the Bachelor's degree and library certification; and 48 (7.4%) having a Bachelor's degree without library certification. This may be compared with the 120 (57.4%) Tennessee public elementary school librarians who had completed requirements for library certification in 1967 as reported by Cox.[81]

On the basis of ALA Policy, 5 (1%) of the Tennessee elementary school library personnel would rank as Senior Librarians; 160 (24.7%) would be Librarians; and 483 (74.5%) Library Associates. The elementary school libraries reported no Library Technical Assistants.

According to the ALA Policy Statement, 165 (25%) of the elementary school library personnel would be placed at the "Professional" level, and 483 (75%) would be classified as "Supportive."

The elementary schools listed 121 part-time persons and 15 clerks.

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[81] Ibid., p. 76.

Special Libraries

Of the 116 forms sent to special libraries in Tennessee, 72 (62%) were returned, as shown in Table VI.

Special libraries reported a total of 195 full-time personnel, with 7 (3.6%) of these being classified as Senior Librarians; 47 (24%) as Librarians; 37 (19%) as Library Associates; 22 (11%) as Library Technical Assistants; and 82 (42%) as Clerks. Fifty-seven part-time personnel were listed, as follows: Senior Librarians - 4 (7%); Librarians - 8 (14%); Library Associates - 15 (26%); Library Technical Assistants - 4 (7%); and Clerks - 26 (46%).

Only 1 full-time vacancy was listed for special libraries, that being for a Librarian. The vacancy rate was .5%. In addition, 1 part-time clerical position was shown as being vacant.

Additional full-time positions planned for the next year by special libraries included 1 Senior Librarian, 2 Library Associates, 1 Library Technical Assistant, and 1 Clerk, for a total of 5. One additional part-time Library Associate was planned.

Types of personnel needed in Tennessee special libraries included 1 in Cataloging, 1 in Periodicals, and 5 miscelleneous.

Fifty-four (28%) of the special library personnel would be considered "Professional," as defined by ALA Policy, whereas 141 (72%) would be designated as "Supportive." Ninety-one (47%) ranked at the Library Associate level and above.

TABLE VI

Special Library Data

						VACANCIES									
						Full-time					Part-time				
TYPE OF LIBRARY	Number Sent	Number Returned	% Return	Full-time Vacancies	Vacancy Rate	Senior Librarian	Librarian	Library Associate	Library Tech. Assist.	Clerk	Senior Librarian	Librarian	Library Associate	Library Tech. Assist.	Clerk
Special Libraries	116	72	62	1	.5	0	1	0	0	0	0	0	0	0	1

TABLE VI (Cont.)

Special Library Data

TYPE OF LIBRARY	Full-time Personnel by ALA Policy Categories					"Professional" Personnel	"Supportive" Personnel	Library Associate and Above	TOTAL PERSONNEL		TOTAL POSITIONS	
	Senior Librarian	Librarian	Library Associate	Library Tech. Assist.	Clerk				Full-time	Part-time	Full-time	Part-time
Special Libraries	7	47	37	22	82	54	141	91	195	57	196	58

TABLE VI (Cont.)

Special Library Data

TYPE OF LIBRARY	ADDITIONAL POSITIONS PLANNED										TYPES OF PERSONNEL NEEDED							
	Full-time					Part-time												
	Senior Librarian	Librarian	Library Associate	Library Tech. Assist.	Clerk	Senior Librarian	Librarian	Library Associate	Library Tech. Assist	Clerk	Cataloging	Reference	Circulation	Periodicals	Acquisitions	Media	Data Processing	Miscellaneous
Special Libraries	1	0	2	1	1	0	0	1	0	0	1	0	0	1	0	0	0	5

As outlined in Table VII, of the 2,924 library personnel reported for all Tennessee libraries, 121 (4%) were classified by the ALA Policy as Senior Librarians, with 80 of these employed in colleges and universities; 7 in special libraries; 14 in public libraries; and 20 in school libraries. Of the 815 (28%) persons classified as Librarians, 216 were in colleges and universities; 47 in special libraries; 117 in public libraries; and 435 in school libraries. 1,114 (38%) persons were designated Library Associates, with 126 being employed in colleges and universities; 37 in special libraries; 126 in public libraries; and 825 in school libraries. Of the 205 (7%) Library Technical Assistants, 78 were in college and university libraries; 22 in special libraries; and 105 in public libraries. The 669 (23%) Clerks were distributed as follows: 242 in colleges and universities; 82 in special libraries; 280 in public libraries; and 65 in school libraries.

According to ALA Policy 936 (32%) of the personnel reported would be designated as "Professional," and 1,988 (68%) would be "Supportive."

TABLE VII

CLASSIFICATION BY ALA POLICY

Category	Total	College and University	Special	Public	School
Senior Librarian	121	80	7	14	20
Librarian	815	216	47	117	435
Library Associate	1,114	126	37	126	825
Library Technical Assistant	205	78	22	105	0
Clerk	669	242	82	280	65
Total	2,924	742	195	642	1,345

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

On the basis of the data presented in Chapter IV several conclusions may be drawn.

First of all, except possibly for school libraries and, to some extent, special libraries, the study gave thorough coverage of the state, with the 100% returns received from all other libraries. Therefore, it may be concluded that the findings, with the above exceptions, gave an accurate picture of the education and manpower situation in Tennessee libraries for the period during which the study was conducted.

Further, on the basis of the results of the study, it is concluded that there is no serious manpower shortage in Tennessee libraries insofar as "filled positions" are concerned, since only 39 full-time vacancies were reported. Of these vacancies, 29 (74%) were in colleges and universities, with special and public libraries reporting only 1 and 9 full-time vacancies respectively.

When compared with other studies the full-time vacancies, with an overall rate of 2.4% for college and university, special, and public libraries, seemed negligible. For example, the study reported by Drennan and Reed and made in 1962[82] showed a vacancy rate in U.S. Public libraries of 5.5% for "professional" librarians, as compared with an overall rate in this study of 1%. Drennan and Reed's study showed a vacancy rate of 5.2% for colleges and universities for the year 1961-62, whereas the overall rate in the present study was 3.8%.

In a further comparison, the Tennessee study showed an overall vacancy rate of 3.8% for college and university libraries, whereas Bolino reported a rate of 3.2% in 1963.[83] Bolino also reported a vacancy rate of 2.8% for public professional librarians in 1965, compared with an overall rate in the present study of 1% for all personnel.

Since both Bolino's study and that of Drennan and Reed considered only "professional" vacancies, if one were to consider all above the Library Technical Assistant level as "professional" librarians, the present study would show a vacancy rate of 3.3%, with colleges and universities having a rate of 4%, special libraries a rate of 1.1%, and public libraries a rate of 2.7%. In utilizing the new ALA Policy designation of "Professional," Tennessee's vacancy rates were as follows: Total-4.4%; College and University-4.5%; Special Libraries-1.9%; and Public Libraries-5.1%.

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[82] Drennan and Reed, op. cit., p. 959.

[83] Bolino, op. cit., p. 277.

Although relatively few vacancies were reported by all Tennessee libraries, the largest percentage was in colleges and universities, where 29 full-time vacancies were shown, with the rate being 3.8%. Twenty-two (56%) of the 39 full-time vacancies were for "Professional" personnel, as defined by ALA Policy. (4 Senior Librarians and 18 Librarians)

It also may be concluded that the types of personnel which seem to be most in demand by Tennessee libraries are in Reference and Cataloging, with the former being needed most in public libraries and the latter in college and university libraries. Further, the lack of a wide demand for and employment of Library Technical Assistants was observed in the study, which may seem difficult to rationalize during a period of increasing need for and emphasis on developments in libraries which call for these types of services and personnel. Tennessee libraries reported a total of only 205 full-time Library Technical Assistants presently employed, with 78 of these being in college and university libraries (66 in senior institutions), 22 in special libraries, and 105 in public libraries. Five additional full-time Library Technical Assistants were planned for the next budget year as follows: College and universities - 3, Special - 1, and Public - 1.

It should be observed that 936, or 32%, of the 2,924 personnel reported in the study had at least a Master's degree and were classified as "Professional" by the ALA Policy. On the other hand, 1,988, or 68%, were classified as "Supportive."

Although there seemed to be no problem of a shortage of personnel in Tennessee libraries, there was evidence, however, that there may be here, what Lester Asheim has described for the profession in general,[84] a problem of the misuse of personnel now employed in the state's libraries. The most apparent problem observed in this respect was in the school library data which showed only 65 clerks and no Library Technical Assistants for the entire group of schools reporting. This appears to be a serious shortcoming in view of the recommendations contained in the 1969 Standards for School Media Programs regarding media aides or clerks, and the requirements of The Southern Association of Colleges and Schools.

It would appear that more clerical personnel, as well as Library Technical Assistants, are needed in the state's school libraries, not only to meet recommended standards, but to provide more time for personnel with library science education to do the work for which they are trained. The 50 clerical persons reported for secondary schools would not even meet the requirements for the 115 Tennessee secondary schools with an enrollment above 750 which are accredited by The Southern Association for Colleges and Schools. Further, the 15 Clerks reported for elementary schools fail to even meet the requirements for the elementary schools in Tennessee which are accredited by the above Association.

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[84] Molz, Kathleen, "Report on Manpower Conference," Wilson Library Bulletin, 42:820, April, 1967.

It was interesting to note that 598, or 48%, of the school library personnel were in secondary schools, as compared with 77% in the Drennan-Darling study for the United States in 1962.[85] Thirty-six per cent of the Tennessee school librarians had the Master's degree, compared with 27% in the above study. Only 110 (17%) of the elementary school librarians reported had a graduate degree in library science, whereas 189 (32%) of the secondary school library personnel had graduate library degrees.

It was also noted that 69 (5%) of the school librarians reporting were not certified in library science, whereas 1,211 (95%) of the ones reported did have library certification. Another observable conclusion was the fact that only 165 (25%) of the librarians serving elementary schools would be classified as "Professional," whereas the secondary school libraries reported 264 (44%) of their personnel ranking as "Professional."

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[85] Drennan, Henry T. and Richard L. Darling. Library Manpower: Occupational Characteristics of Public and School Librarians. Washington, D. C.: Government Printing Office, p. 19.

Since no vacancies, as such, were reported for school libraries, no conclusions could be drawn regarding the actual need for additional personnel in this phase of the study.

It may be concluded from the data received for special libraries that only a small proportion of personnel employed in these libraries would be classified as "Professional" by the ALA Policy, with 54 (28%) falling into that category. Eighty-two (42%) of the special library personnel reported were Clerks. It should be pointed out, however, that a larger proportion of "Supportive" personnel were located in the smaller and less extensive special libraries, such as those of churches, businesses, hospitals, etc.

One of the most obvious conclusions for the public library phase of the study was the large number of clerical personnel in relation to those trained in library science. Particularly was this true in the smaller libraries, where often the only individual employed by the library was a clerical person, and then often only part-time.

Another conclusion in regard to public libraries was the ratio of "Professional" personnel to "Supportive" staff, where 131 (20.4%) were classified "Professional" and 511 (79.6%) as "Supportive," well below the ratio recommended by the new Minimum Standards for Public Library Systems.

Although the majority of all public library personnel were found to be in the larger metropolitan systems, a sizeable proportion of the "Professional" librarians were found to be in those libraries. It was interesting to note that the metropolitan systems had a total of 97 (24. 1%) ranking as "Professional" and 306 (75. 9%) as "Supportive;" the smaller public libraries had 10 (8. 5%) "Professional" persons compared with 108 (91. 5%) "Supportive" staff; and the Regional Centers had 15 (15. 9%) who ranked as "Professional" and 79 (84%) as "Supportive."

It was also concluded that most of the additional personnel planned for the next year by public libraries were in the large metropolitan systems.

One noticeable conclusion reached during the study was the well-organized program of regional library systems throughout the state, each under capable leadership locally as well as through the Public Library Division of the State Library.

Insofar as manpower needs are concerned, as concluded above, the greatest number of vacancies existed in the colleges and universities, with senior institutions accounting for 22 of these, even though the highest vacancy rate (14. 6%) was for junior colleges.

A further conclusion for college and university libraries was the fact that only 40% of the personnel in these institutions had a Master's degree or higher. Senior institutions reported 39% as "Professional" and 61% "Supportive," whereas junior colleges had 21 (51.2%) "Professional" persons, compared with 20 (48.8%) "Supportive."

Recommendations

Based on the results of this study and the above conclusions, it is recommended that:

1. Library administrators consider the advisability of restructuring the job classifications and requirements in an effort to make better use of personnel now employed in Tennessee libraries, thereby increasing the likelihood that library personnel of all kinds would be performing duties more in keeping with their training, ability, and qualifications.

2. Library educators, administrators, and other appropriate persons study the current needs in the state's libraries and plan programs which will adequately prepare library persons for the various levels and needs of the future.

3. All concerned individuals study and apply the results of this study and other similar studies in planning the recruiting program for the library profession.

4. More and better programs of continuing education for library personnel be planned and, when appropriate, further formal study be taken periodically by librarians in an effort to keep abreast of current developments. This is particularly true of school librarians, inview of the rapidly changing concept of libraries and the development

of school media centers. It is becoming clear that a one-time training period is no longer adequate to meet the needs of future librarians, and it is recommended, therefore, that library personnel be encouraged to continue their growth through formal training, workshops, institutes, participation in professional associations, and any other means which could contribute effectively to their professional improvement.

5. Consideration be given to the possibility of developing a program within the state for training Library Technical Assistants if future needs seem to warrant such.

6. Increased support and cooperation be given to the effort currently underway by the Special Libraries Section of The Tennessee Library Association in developing a directory of special libraries in the state.

7. The Minimum Standards for Tennessee public schools be revised to include clerical personnel so that professionally-trained school library personnel might be allowed to devote more time to duties for which they are trained and less on strictly clerical jobs.

8. An effort be made to eliminate the personnel employed in Tennessee school libraries who do not have library certification.

9. Attention be given to meeting the needs of elementary school pupils in schools with fewer than fifteen teachers in order to be assured that all pupils receive adequate library materials and services.

10. An in-depth study be made of the school library manpower and education situation and needs in Tennessee, since results of this study were somewhat inconclusive and indicated other noticeable needs.

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APPENDIX

APPENDIX A

LIBRARY EDUCATION AND MANPOWER

A Statement of Policy Adopted by the

Council of the American Library Association, June 30, 1970*

1. The purpose of the policy statement is to recommend categories of library manpower, and levels of training and education appropriate to the preparation of personnel for these categories, which will support the highest standards of library service for all kinds of libraries and the most effective use of the variety of manpower skills and qualifications needed to provide it.

2. Library service as here understood is concerned with knowledge and information in their several forms-their identification, selection, acquisition, preservation, organization, communication and interpretation, and with assistance in their use.

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*Throughout this statement, wherever the term "librarianship" is used, it is meant to be read in its broadest sense as encompassing the relevant concepts of information science and documentation; wherever the term "libraries" is used, the current models of media centers, learning centers, educational resources centers, information, documentation, and referral centers are also assumed. To avoid the necessity of repeating the entire gamut of variations and expansions, the traditional library terminology is employed in its most inclusive meaning.

3. To meet the goals of library service, both professional and supportive staff are needed in libraries. Thus the library occupation is much broader than that segment of it which is the library profession, but the library profession has responsibility for defining the training and education required for the preparation of personnel who work in libraries at any level, supportive or professional.

4. Skills other than those of librarianship may also have an important contribution to make to the achievement of superior library service. There should be equal recognition in both the professional and supportive ranks for those individuals whose expertise contributes to the effective performance of the library.

5. A constant effort must be made to promote the most effective utilization of manpower at all levels, both professional and supportive. The tables... (See Table I in Chapter I of the present study)suggest a set of categories which illustrate a means for achieving this end.

6. The titles recommended here represent categories or broad classifications, within which it is assumed that there will be several levels of promotional steps. Specific job titles may be used within any category: for example, catalogers, reference librarians, children's librarians would be included in either the "Librarian" or (depending upon the level of their responsibilities and qualifications) "Senior Librarian" categories; department heads, the director of the library, and certain

specialists would presumably have the additional qualifications and responsibilities which place them in the "Senior Librarian" category.

7. Where specific job titles dictated by local usage and tradition do not make clear the level of the staff member's qualification and responsibility, it is recommended that reference to the ALA category title be used parenthetically to provide the clarification desirable for communication and reciprocity. For example:

REFERENCE ASSISTANT(Librarian) HEAD CATALOGER(Senior Librarian)

LIBRARY AIDE (Library Technical Assistant)

8. The title "Librarian" carries with it the connotation of "professional" in the sense that professional tasks are those which require a special background and education on the basis of which library needs are identified, problems are analyzed, goals are set, and original and creative solutions are formulated for them, integrating theory into practice, and planning, organizing, communicating, and administering successful programs of service to users of the library's materials and services. In defining services to users, the professional person recognizes potential users as well as current ones, and designs services which will reach all who could benefit from them.

9. The title "Librarian" therefore should be used only to designate positions in libraries which utilize the qualifications and impose the responsibilities suggested above. Positions which are primarily devoted to the

routine application of established rules and techniques, however useful and essential to the effective operation of a library's ongoing services, should not carry the word "Librarian" in the job title.

10. It is recognized that every type and size of library may not need staff appointments in each of these categories. It is urged, however, that this basic scheme be introduced wherever possible to permit where needed the necessary flexibility in staffing.

11. The salaries for each category should offer a range of promotional steps sufficient to permit a career-in-rank. The top salary in any category should overlap the beginning salary in the next higher category, in order to give recognition to the value of experience and knowledge gained on the job.

12. Inadequately supported libraries or libraries too small to be able to afford professional staff should nevertheless have access to the services and supervision of a librarian. To obtain the professional guidance that they themselves cannot supply, such libraries should promote cooperative arrangements or join larger systems of cooperating libraries through which supervisory personnel can be supported. Smaller libraries which are part of such a system can often maintain the local service with building staff at the Associate level.

COMMENTS ON THE CATEGORIES

13. The Clerk classifications do not require formal academic training in library subjects. The assignments in these categories are based upon general clerical and secretarial proficiencies. Familiarity with basic library terminology and routines necessary to adapt clerical skills to the library's needs is best learned on the job.

14. The Technical Assistant categories assume certain kinds of specific "technical" skills; they are not meant simply to accommodate advanced clerks. While clerical skills might well be part of a Technical Assistant's equipment, the emphasis in his assignment should be on the special technical skill. For example, someone who is skilled in handling audiovisual equipment, or at introductory data processing, or in making posters and other displays might well be hired in the Technical Assistant category for these skills, related to librarianship only to the extent that they are employed [illegible] library. A Library Technical Assistant is a person with certain specifically library-related skills -in preliminary bibliographic searching for example, or utilization of certain mechanical equipment -the performance of whose duties seldom requires him to call upon a background in general education.

15. The Associate categories assume a need for an educational background like that represented by a bachelor's degree from a good four-year institution of higher education in the United States.

Assignments may be such that library knowledge is less important than general education, and whether the title is Library Associate or Associate Specialist depends upon the nature of the tasks and responsibilities assigned. Persons holding the B. A. degree, with or without a library science minor or practical experience in libraries, are eligible for employment in this category. The title within the Associate category that is assigned to the individual will depend upon the relevance of his training and background to the specific assignment.

16. The Associate category also provides the opportunity for persons of promise and exceptional talent to begin library employment below the level of professional (as defined in this statement) and thus to combine employment in a library with course work at the graduate level. Where this kind of work/study arrangement is made, the combination of work and formal study should provide 1) increasing responsibility within the Associate ranks as the individual moves through the academic program, and 2) eligibility for promotion, upon completion of the master's degree, to positions of professional responsibility and attendant reclassification to the professional category.

17. The first professional category-Librarian, or Specialist-assumes responsibilities that are professional in the sense described in paragraph #8 above. A good liberal education plus graduate-level study in the field of specialization (either in librarianship or in a relevant field)

are seen as the minimum preparation for the kinds of assignments implied. The title, however, is given for a position entailing professional responsibilities and not automatically upon achievement of the academic degree.

18. The Senior categories assume relevant professional experience as well as qualifications beyond those required for admission to the first professional ranks. Normally it is assumed that such advanced qualifications shall be held in some specialty, either in a particular aspect of librarianship or some relevant subject field. Subject specializations are as applicable in the Senior Librarian category as they are in the Senior Specialist category.

19. Administrative responsibilities entail advanced knowledge and skills comparable to those represented by any other high-level specialty, and appointment to positions in top administration should normally require the qualifications of a Senior Librarian with a specialization in administration. This category, however, is not limited to administrators, whose specialty is only one of several specializations of value to the library service. There are many areas of special knowledge within librarianship which are equally important and to which equal recognition in prestige and salary should be given. A highly qualified person with a specialist responsibility in some aspect of librarianship-archives, bibliography, reference, for example-should be eligible for advanced status and financial rewards without being forced to abandon for administrative responsibilities his area of major competence.

IMPLICATIONS FOR FORMAL EDUCATION

20. Until examinations are identified that are valid and reliable tests of equivalent qualifications, the academic degree (or evidence of years of academic work completed)is recommended as the single best means for determining that an applicant has the background recommended for each category.

21. In the selection of applicants for positions at any level, and for admission to library schools, attention should be paid to personal aptitudes and qualifications in addition to academic ones. The nature of the position or specialty, and particularly the degree to which it entails working with others, with the public, or with special audiences or materials should be taken into account in the evaluation of a prospective student or employee.

22. As library services change and expand, as new audiences are reached, as new media take on greater importance in the communication process, and as new approaches to the handling of materials are introduced, the kinds of preparation required of those who will be employed in libraries will become more varied. Degrees in fields other than librarianship will be needed in the Specialist categories. For many Senior Librarian positions, an advanced degree in another subject field rather than an additional degree in librarianship, may be desirable. Previous experience need not always have been in libraries to have pertinence for appointment in a library.

23. Because the principles of librarianship are applied to the materials of information and knowledge broader than any single field, and because they are related to subject matter outside of librarianship itself, responsible education in these principles should be built upon a broad rather than a narrowly specialized background education. To the extent that courses in library science are introduced in the four-year, undergraduate program, they should be concentrated in the last two years and should not constitute a major inroad into course work in the basic disciplines: the humanities, the sciences, and the social sciences.

24. Training courses for Library Technical Assistants at the junior or community college level should be recognized as essentially terminal in intent (or as service courses rather than a formal program of education), designed for the preparation of supportive rather than professional staff. Students interested in librarianship as a career should be counselled to take the general four-year college course rather than the specific two-year program, with its inevitable loss of time and transferable content. Graduates of the two-year programs are not prohibited from taking the additional work leading to the bachelor's and master's degrees, provided they demonstrate the necessary qualifications for admission to the senior college program, but it is an indirect and less desirable way to prepare for a professional career, and the student should be so informed.

25. Emphasis in the two-year Technical Assistant programs should be more on skills training than on general library concepts and procedures. In many cases it would be better from the standpoint of the student to pursue more broadly-based vocational courses which will teach technical skills applicable in a variety of job situations rather than those limited solely to the library setting.

26. Undergraduate instruction in library science other than training courses for Library Technical Assistants should be primarily a contribution to liberal education rather than an opportunity to provide technological and methodological training. This does not preclude the inclusion of course work related to the basic skills of library practice, but it does affect teaching method and approach, and implies an emphasis on the principles that underlie practice rather than how-to-do-it, vocational training.

27. Certain practical skills and procedures at all levels are best learned on the job rather than in the academic classroom. These relate typically to details of operation which may vary from institution to institution, or to routines which require repetition and practice for their mastery. The responsibility for such in-service parts of the total preparation of both librarians and supportive staff rests with libraries and library systems rather than with the library schools.

28. The objective of the master's programs in librarianship should be to prepare librarians capable of anticipating and engineering the change and improvement required to move the profession constantly forward. The curriculum and teaching methods should be designed to serve this kind of education for the future rather than to train for the practice of the present.

29. Certain interdisciplinary concepts (information science is an example) are so intimately related to the basic concepts underlying library service that they properly become a part of the library school curriculum rather than simply an outside specialty. Where such content is introduced into the library school it should be incorporated into the entire curriculum, enriching every course where it is pertinent. The stop-gap addition of individual courses in such a specialty, not integrated into the program as a whole, is an inadequate assimilation of the intellectual contribution of the new concept to library education and thinking.

30. In recognition of the many areas of related subject matter of importance to library service, library schools should make knowledge in other fields readily available to students, either through the appointment of staff members from other disciplines or through permitting students to cross departmental, divisional, and institutional lines in reasoned programs in related fields. Intensive specializations

at the graduate level, building upon strengths in the parent institution or the community, are a logical development in professional library education.

31. Library schools should be encouraged to experiment with new teaching methods, new learning devices, different patterns of scheduling and sequence, and other means, both traditional and non-traditional, that may increase the effectiveness of the students' educational experience.

32. Research has an important role to play in the educational process as a source of new knowledge both for the field of librarianship in general and for library education in particular. In its planning, budgeting, and organizational design, the library school should recognize research, both theoretical and applied, as an imperative responsibility.

CONTINUING EDUCATION

33. Continuing Education is essential for all library personnel, professional and supportive, whether they remain within a position category or are preparing to move into a higher one. Continuing education opportunities include both formal and informal learning situations, and need not be limited to library subjects or the offerings of library schools.

34. The "continuing education" which leads to eligibility for Senior Librarian or Specialist positions may take any of the forms suggested directly above so long as the additional education and experience are relevant to the responsibilities of the assignment.

35. Library administrators must accept responsibility for providing support and opportunities (in the form of leaves, sabbaticals, and released time) for the continuing education of their staffs.

TENNESSEE LIBRARY EDUCATION AND MANPOWER STUDY

Library ______________ County ______________ Type ______________

Address ______________ Person Completing Form ______________

______________ Position ______________

Title	Number Currently Employed		Number of Unfilled Positions		Additional Positions (New) Planned for Next Year		Types of Personnel Needed (By Title)											
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Cataloging	Reference	Circulation	Periodicals	Acquisitions	Media Work	Data Processing	Other: (List)	a.	b.	c.	d.
Senior Librarian																		
Librarian																		
Library Associate																		
Library Technical Assistant																		
Clerk																		
Total																		

APPENDIX C

State of Tennessee
DEPARTMENT OF EDUCATION
Division of Instruction
132-A Cordell Hull Building
Nashville, Tennessee 37219

February 18, 1971

TO: Tennessee School Librarians

FROM: Louise Meredith, Director, School Library Services

We are in need of current information regarding the professional library training of each school librarian in Tennessee. In a number of schools the library staff consists of more than one person. Since we do not have this specific information, we are sending only one form to each school library. We hope each librarian will fill in a form so we can have complete information as to the number of librarians serving in each school and the training of each.

Please fill in the attached form, and return to me as soon as possible.

- -

Name ______________________ System ______________________

School ______________________ Address ______________________

Type of Library (Elementary, high school, system-wide) ______________

Number librarians in the school ________ *Full-time: Yes _____ No _____

Number clerks or aides in the school _____ *Full-time: Yes_____ No_____

Amount of library training: (Each librarian give this information)

Master's degree in library science (or B.S. in L.S.) ____________
Master's degree in subject field, with minor in library science ______
Master's degree in subject field (not including library science) ______
Bachelor's degree, plus 18 semester or 27 quarter hours beyond degree, giving school library certification ____________
Bachelor's degree, including school library certification as part of degree ____________
Bachelor's degree with some library training. Indicate hours: Semester ____________ Quarter ____________
Bachelor's degree, with no professional library training. ____________

Library school attended ____

*Please attach explanatory note if needed.

Return to: Miss Louise Meredith, Director
School Library Services
State Department of Education
132-A Cordell Hull Building
Nashville, Tennessee 37219

APPENDIX D
*CATEGORIES OF LIBRARY PERSONNEL

Senior Librarian

(1) Basic requirements: In addition to relevant experience, education beyond the Master's level. (Post-master's degree; doctorate; second master's,relevant continuing education)

(2) Nature of responsibility: Top-level responsibilities, including but not limited to administration; superior knowledge of some aspect of librarianship, or of other subject fields of value to the library.

Librarian

(1) Basic requirements: Master's degree

(2) Nature of responsibility: Professional responsibilities including those of management, which require independent judgment, interpretation of rules and procedures, analysis of library problems, and formulation of original and creative solutions for them (normally utilizing knowledge of the subject field represented by the academic degree).

Library Associate

(1) Basic requirements: Bachelor's degree (with or without course work in library science); or bachelor's degree, plus additional academic work short of master's degree.

(2) Nature of responsibility: Supportive responsibilities at a high level, normally working within the established procedures and techniques, and with some supervision by a professional, but requiring judgment, and subject knowledge such as is represented by a full, four-year college education culminating in the bachelor's degree.

Library Technical Assistant

(1) Basic requirements: At least two years of college-level study or A. A. Degree, with or without Library Technical Assistant Training; or post-secondary school training in relevant skills. Persons in this category are those who have some special library-related skill or talent used in the library program. Examples would be: Audiovisual technicians, introductory data processing personnel, highly skilled bibliographic searchers, operators of mechanical equipment, etc. Advanced clerks would not be placed in this classification.

(2) Nature of responsibility: Tasks performed as supportive staff to Associates and higher ranks, following established rules and procedures, and including, at the top level, supervision of such tasks.

Clerk

(1) Basic requirements: Business school or commercial courses, supplemented by in-service training or on-the-job experience. Persons fitting into this category would not require academic training in library service, but would have training and/or qualifications in clerical and secretarial procedures necessary for their assignment.

(2) Nature of responsibility: Clerical assignments as required by the individual library.

*"Library Education and Manpower; a Statement of Policy Adopted by the Council of the American Library Association, June 30, 1970," Chicago: ALA Office for Library Education, 1970. (Also: "Library Education and Manpower; ALA Policy Proposal," American Libraries 1:341-44, April, 1970.)

David Lipscomb College

NASHVILLE, TENNESSEE 37203

CRISMAN MEMORIAL LIBRARY

APPENDIX E

February 17, 1971

MEMORANDUM

To: Tennessee Library Personnel

From: Tennessee Library Association Education Committee

We are conducting a library education and manpower study for the state of Tennessee and are asking for your assistance in completing the enclosed form for your library and returning it to us at your earliest convenience.

This study is being made in conjunction with the program which we have planned for the 8:30 A. M. session of the TLA convention in Gatlinburg on May 3, 1971. At this session Dr. Lester Asheim, of the ALA Office for Library Education, will speak on the topic of "Education and Manpower for Librarianship," and a panel representing various types of libraries in Tennessee will react to his statements. We also hope to give a progress report on this manpower study, so it is important that we have the forms returned as soon as possible in order that results may be computed and analyzed prior to the convention.

As you know the topic of education and manpower for librarianship has been discussed widely during the past few years, and on June 30, 1970 the "Asheim Report" was adopted as official ALA policy on library training and education and the utilization of manpower in libraries. The stated purpose of the policy is "to recommend categories of library manpower, and levels of training and education appropriate to the preparation of personnel for these categories, which will support the highest standards of library service for all kinds of libraries and the most effective use of the variety of manpower skills and qualifications needed to provide it."

In the above-mentioned report library personnel are divided into five categories, as outlined on the attached form and described in the explanatory information.

Please place the number of persons employed by your library in each of the categories on the enclosed form. Include only salaried personnel employed during the current year as well as positions which have been authorized and budgeted but not filled at present. Exclude maintenance staff, volunteer workers, and student assistants. In addition, please indicate on the form any specific types of personnel needed for unfilled positions in your library and the number needed.

(2)

We feel that the results of this study will provide some valuable information for us in the library profession in Tennessee, and we are hoping for complete returns. Your help in accomplishing this objective will be appreciated.

Please return form by March 22, 1971.

Sincerely yours,

James E. Ward

James E. Ward, Chairman
Lillian Taylor, Montgomery Bell Academy
Larry Bone, Memphis Public Library

JEW/gon

Enclosure

Please return form to:

James E. Ward
Box 4146
David Lipscomb College
Nashville, Tennessee 37203

APPENDIX F

LIST OF COLLEGES AND UNIVERSITIES INCLUDED IN STUDY

Senior Institutions:

David Lipscomb College
Nashville, Tennessee

George Peabody College
Nashville, Tennessee

Belmont College
Nashville, Tennessee

University of the South
Sewanee, Tennessee

American Baptist Theological Seminary
Nashville, Tennessee

Austin Peay State University
Clarksville, Tennessee

Bethel College
McKenzie, Tennessee

Bryan College
Dayton, Tennessee

Carson-Newman College
Jefferson City, Tennessee

Christian Brothers College
Memphis, Tennessee

East Tennessee State University
Johnson City, Tennessee

Fisk University
Nashville, Tennessee

Free Will Baptist Bible College
Nashville, Tennessee

Harding Graduate School of
Religion
Memphis, Tennessee

Johnson Bible College
Knoxville, Tennessee

King College
Bristol, Tennessee

Knoxville College
Knoxville, Tennessee

Lambuth College
Jackson, Tennessee

Lane College
Jackson, Tennessee

Lee College
Cleveland, Tennessee

LeMoyne Owen College
Memphis, Tennessee

Lincoln Memorial University
Harrogate, Tennessee

Maryville College
Maryville, Tennessee

Memphis State University
Memphis, Tennessee

Middle Tennessee State University
Murfreesboro, Tennessee

Milligan College
Milligan College, Tennessee

Scarritt College
Nashville, Tennessee

Southern Missionary College
Collegedale, Tennessee

Southwestern at Memphis
Memphis, Tennessee

Tennessee State University
Nashville, Tennessee

Tennessee Technological University
Cookeville, Tennessee

Tennessee Temple College
Chattanooga, Tennessee

Tennessee Wesleyan College
Athens, Tennessee

Trevecca Nazarene College
Nashville, Tennessee

Tusculum College
Greeneville, Tennessee

Union University
Jackson, Tennessee

University of Tenn. at Chattanooga
Chattanooga, Tennessee

University of Tenn. at Knoxville
Knoxville, Tennessee

University of Tenn. at Martin
Martin, Tennessee

University of Tenn. at Memphis
Memphis, Tennessee

University of Tenn. Nashville
Center
Nashville, Tennessee

Memphis Theological Seminary
Memphis, Tennessee

Steed College
Johnson City, Tennessee

Covenant College
Lookout Mountain, Tennessee

Joint University Libraries
Nashville, Tennessee

Junior and Community Colleges:

Aquinas Junior College
Nashville, Tennessee

Cleveland State Comm. Col.
Cleveland, Tennessee

Columbia State Comm. Col.
Columbia, Tennessee

Cumberland College of Tenn.
Lebanon, Tennessee

Dyersburg State Comm. Col.
Dyersburg, Tennessee

Freed-Hardeman College
Henderson, Tennessee

Junior and Community Colleges: (Cont.)

Hiwasee College
Madisonville, Tennessee

Jackson State Comm. College
Jackson, Tennessee

Martin College
Pulaski, Tennessee

Morristown College
Morristown, Tennessee

Motlow State Comm. College
Tullahoma, Tennessee

Tomlinson College
Cleveland, Tennessee

Walters State Comm. College
Morristown, Tennessee

Professional Schools and Colleges:

John A. Gupton College
Nashville, Tennessee

Meharry Medical College
Nashville, Tennessee

Memphis Academy of Arts
Memphis, Tennessee

Southern College of Optometry
Memphis, Tennessee

State Technical Institutes:

Chattanooga State Tech. Inst.
Chattanooga, Tennessee

Nashville State Tech. Inst.
Nashville, Tennessee

State Technical Inst. at Memphis
Memphis, Tennessee

APPENDIX G
PUBLIC LIBRARIES INCLUDED IN STUDY

REGIONAL LIBRARIES

Blue Grass Region:

BLUE GRASS REGIONAL LIBRARY CENTER, COLUMBIA

Giles County Library, Pulaski
Hickman County Library, Centerville
Lawrence County Library, Lawrenceburg
Lewis County Public Library, Hohenwald
Marshall County Free Library, Lewisburg
Maury County Public Library, Columbia
Mt. Pleasant Branch Library, Mt. Pleasant
Perry County Library, Linden
Lobelville Branch Library, Lobelville
Wayne County Library, Waynesboro
Williamson County Public Library, Franklin

Caney Fork Region:

CANEY FORK REGIONAL LIBRARY CENTER, SPARTA

Bledsoe County Library, Pikeville
Cumberland County Public Library, Crossville
Grundy County Library, Altamont
Grundy County Library, Beersheba
Grundy County Library, Monteagle
Grundy County Library, Palmer
Grundy County Library, Tracy City
Jasper Public Library, Jasper
South Pittsburg Public Library, South Pittsburg
Whitwell Public Library, Whitwell
Sequatchie County Public Library, Dunlap
Van Buren County Library, Spencer
Magness Memorial Library, McMinnville
White County Public Library, Sparta

REGIONAL LIBRARIES (CONT.)

Clinch-Powell Region:

CLINCH-POWELL REGIONAL LIBRARY CENTER, CLINTON

Andersonville Public Library, Andersonville
Briceville Public Library, Briceville
Clinton Public Library, Clinton
Dutch Valley Public Library, Clinton
Lake City Public Library, Lake City
Norris Community Library, Norris
Caryville Public Library, Caryville
Jacksboro Public Library, Jacksboro
Jellico Public Library, Jellico
LaFollette Public Library, LaFollette
Ritchie Public Library, Tazewell
Claiborne County Public Library, Tazewell
Back Valley Public Library, Oliver Springs
Coalfield Public Library, Coalfield
Lancing Public Library, Lancing
Oakdale Public Library, Oakdale
Petros Public Library, Petros
Pine Orchard Public Library , Rockwood
Sunbright Public Library, Sunbright
Wartburg Public Library, Wartburg
Scott County Public Library, Oneida
Luttrell Public Library, Luttrell
Union County Public Library, Maynardville

Forked Deer Region:

FORKED DEER REGIONAL LIBRARY CENTER, TRIMBLE

Crockett Memorial Library, Alamo
McIver's Grant Public Library, Dyersburg
Newbern City Library, Newbern
Fayette County Library, Somerville
Brownsville-Haywood County Library, Brownsville
Ridgely Public Library, Ridgely
Tiptonville Public Library, Tiptonville
Sugar Hill-Lauderdale County Library, Ripley
Tipton County Library, Covington

Fort Loudoun Region:

FORT LOUDOUN REGIONAL LIBRARY CENTER, ATHENS

A. K. Harper Memorial Library, Maryville
Cleveland Public Library, Cleveland
Greenback Public Library, Greenback
Tyson Memorial Library, Lenoir City
Loudon Public Library, Loudon
E. G. Fisher Memorial Library, Athens
Englewood Public Library, Englewood
Carnegie Public Library, Etowah
Niota Public Library, Niota
Meigs County Library, Decatur
Madisonville Public Library, Madisonville
Sweetwater Public Library, Sweetwater
Tellico Plains Public Library, Tellico Plains
Benton Public Library, Benton
Polk County Public Library, Copperhill
Ducktown Public Library, Ducktown
Dayton Public Library, Dayton
Spring City Public Library, Spring City
Harriman Public Library, Harriman
Oliver Springs Library, Oliver Springs
Roane County Library, Kingston
Rockwood Public Library, Rockwood

Highland Rim Region:

HIGHLAND RIM REGIONAL LIBRARY CENTER, MURFREESBORO

Argie Cooper Public Library, Shelbyville
Adams Memorial Library, Woodbury
Manchester Branch of Coffee County Library, Manchester
Coffee County-Lannom Memorial Library, Tullahoma
Franklin County Library, Winchester
Fayetteville-Lincoln County Library, Fayetteville
Moore County Public Library, Lynchburg
Linebaugh Public Library, Murfreesboro
Smyrna Public Library, Smyrna
Trousdale County Library, Hartsville
Lebanon-Wilson County Library, Lebanon

Nolichucky Region:

NOLICHUCKY REGIONAL LIBRARY CENTER, MORRISTOWN

Stokely Memorial Library, Newport
Parrottsville Public Library, Parrottsville
Grainger County Library, Rutledge
Morristown-Hamblen Library, Morristown
Russellville Public Library, Russellville
Church Hill Library, Church Hill
H. B. Stamps Library, Rogersville
Mt. Carmel Library, Church Hill
St. Clair Library, Bulls Gap
Surgoinsville Library, Surgoinsville
Dandridge Public Library, Dandridge
Bales-Bales Memorial Library, Jefferson City
New Market Library, New Market
Strawberry Plains Library, Strawberry Plains
White Pine Library, White Pine
Anna Porter Public Library, Gatlinburg
Pigeon Forge Public Library, Pigeon Forge
Sevier County Public Library, Sevierville

Reelfoot Region:

REELFOOT REGIONAL LIBRARY CENTER, MARTIN

Benton County Library, Camden
Carroll County Library, Huntingdon
McKenzie Memorial Library, McKenzie
Humboldt Public Library, Humboldt
Milan Public Library, Milan
Gibson County Memorial Library, Trenton
Paris-Henry County Library, Paris
Obion County Library, Union City
Weakley County Library, Dresden
Greenfield Public Library, Greenfield
Martin Public Library, Martin
Sharon Public Library, Sharon
Gleason Public Library, Gleason

Shiloh Region:

SHILOH REGIONAL LIBRARY CENTER, JACKSON

Chester County Library, Henderson
Decatur County Library, Decaturville
Parsons Public Library, Parsons
Bolivar-Hardeman County Library, Bolivar
Leola Roberts Library, Whiteville
Hardin County Library, Savannah
Lexington-Henderson County Library, Lexington
Adamsville Public Library, Adamsville
Selmer Public Library, Selmer
Jackson-Madison County Library, Jackson

Upper Cumberland Region:

UPPER CUMBERLAND REGIONAL LIBRARY CENTER, COOKEVILLE

Clay County Public Library, Celina
Justin Potter Public Library, Smithville
Alexandria Public Library, Alexandria
Fentress County Public Library, Jamestown
Charles Ralph Holland Memorial Library, Gainesboro
Macon County Public Library, Lafayette
Red Boiling Springs Library, Red Boiling Springs
Overton County Public Library, Livingston
Pickett County Public Library, Byrdstown
Clara Cox Epperson Library, Cookeville
Baxter Public Library, Baxter
Smith County Public Library, Carthage
Gordonsville Branch Library, Gordonsville

Warioto Region:

WARIOTO REGIONAL LIBRARY CENTER, CLARKSVILLE

Cheatham County Public Library, Ashland City
Dickson County Public Library, Dickson
Houston County Public Library, Erin
Humphreys County Public Library, Waverly
Clarksville-Montgomery County Public Library, Clarksville

Warioto Region: (Cont.)

Gorham-MacBane Public Library, Springfield
Stewart County Public Library, Dover
Edward Ward Carmack Public Library, Gallatin
Martin Curtis-Hendersonville Public Library, Hendersonville
Portland Branch Library, Portland

Watauga Region:

WATAUGA REGIONAL LIBRARY CENTER, JOHNSON CITY

Carter County and Elizabethton Public Library, Elizabethton
Greene County Library, Greeneville
Hancock County Library, Sneedville
Johnson County Library, Mountain City
Sullivan County Library, Blountville
Bristol Public Library, Bristol
Avoca Branch Library, Bristol
Bloomingdale Branch Library, Kingsport
Colonial Heights Branch Library, Kingsport
Unicoi County Public Library, Erwin
Jonesboro-Washington County Library, Jonesboro
Gray Branch Library, Jonesboro
Mayne Williams Public Library, Johnson City

NON-AFFILIATED LIBRARIES

Oak Ridge Public Library, Oak Ridge
Kingsport Public Library, Kingsport

METROPOLITAN LIBRARY SYSTEMS

Chattanooga Public Library, Chattanooga
Knoxville Public Library, Knoxville
Memphis Public Library, Memphis
Nashville Public Library, Nashville

STATE LIBRARY

Tennessee State Library and Archives, Nashville

APPENDIX H

LIST OF SPECIAL LIBRARIES INCLUDED IN STUDY

Abingdon Press
Nashville, Tennessee

Agricultural Chemicals Group
Technical Services
W. R. Grace Company
Memphis, Tennessee

Aladdin Industries
Nashville, Tennessee

AEDC Library
ARO, Inc.
Tullahoma, Tennessee

Daniel Arthur Rehabilitation
Center Student Library
Oak Ridge, Tennessee

Avco Corporation Aerostructures
Division Library
Nashville, Tennessee

Baptist Hospital Library
Nashville, Tennessee

Baptist Sunday School Board
Dargan-Carver Library
Nashville, Tennessee

Baroness Erlanger Hospital and
Chattanooga Hamilton County Medical
Society Library
Chattanooga, Tennessee

Baroness Erlanger Hospital
Chattanooga, Tennessee

Proctor and Gamble Co.
Buckeye Cellulose Corp.
Memphis, Tennessee

Central State Psychiatric Hospital
Nashville, Tennessee

Chestnut Street Adult Education Center
Chattanooga, Tennessee

Chattanooga Times
Chattanooga, Tennessee

Chattem Drug and Chemical Society Research
Chattanooga, Tennessee

Cities Service Co.
Copperhill, Tennessee

Clover Bottom Hospital and School
Human Development Building Resident Lib.
Nashville, Tennessee

Country Music Hall of Fame
Nashville, Tennessee

Disciples of Christ Historical Society
Nashville, Tennessee

East Tennessee Baptist Hospital
Knoxville, Tennessee

Eastland Presbyterian Church
Memphis, Tennessee

Editorial Library
Southern Publishing Association of Seventh-Day Adventists
Nashville, Tennessee

Genesco Inc. Library
Nashville, Tennessee

Glenwood Baptist Church Library
Oak Ridge, Tennessee

Jewish Community Center Library
Nashville, Tennessee

Kennedy Center Materials Center Lib.
Nashville, Tennessee

Knoxville News-Sentinel
Knoxville, Tennessee

Law Library
Knoxville, Tennessee

John L. McGehee Library
Baptist Memorial Hospital
Memphis, Tennessee

Madison Hospital
Medical Records Library
Madison, Tennessee

S. E. Massengill Company
Research Library
Bristol, Tennessee

Memorial Hospital
Chattanooga, Tennessee

Memorial Research Center
Hospital
Knoxville, Tennessee

Metropolitan Government of
Nashville & Davidson County
Health Dept. Library
Nashville, Tennessee

Metropolitan Government of Nashville
& Davidson County
Planning Commission Library
Nashville, Tennessee

Miller Hospital-Clinic
Nashville, Tennessee

Mooney Memorial Library
University of Tennessee Medical Units
Memphis, Tennessee

Nashville Banner Library
Nashville, Tennessee

Nashville Tennessean Library
Nashville, Tennessee

National Cotton Council of America Lib.
Memphis, Tennessee

Ortec, Inc., Technical Library
Oak Ridge, Tennessee

Race Relations Information Center
Nashville, Tennessee

St. Jude Children's Research Hospital
Memphis, Tennessee

St. Mary's Memorial Hospital
School of Nursing Library
Knoxville, Tennessee

Space Institute Library
Tullahoma, Tennessee

Tennessee Arts Commission Library
Nashville, Tennessee

Tennessee Dept. of Employment Security
Research & Statistics Section Library
Nashville, Tennessee

Tennessee Dept. of Mental Health Library
Public Information Division
Nashville, Tennessee

Tennessee Division for Industrial Development Library
Nashville, Tennessee

Tennessee Eastman Company
Business Library
Kingsport, Tennessee

Tennessee Library for the Blind
and Physically Handicapped
Nashville, Tennessee

Tennessee(State)Department of
Public Health
Film Library & Reference Library
Nashville, Tennessee

Tennessee(State) Department of
Public Welfare Library
Nashville, Tennessee

Tennessee (State) Game & Fish Com.
Film Library
Nashville, Tennessee

Tennessee(State) Legislative Council Com.
Library
Nashville, Tennessee

Tennessee State Planning Com. Library
Nashville, Tennessee

Tennessee Valley Authority Tech. Lib.
Chattanooga, Tennessee

U. S. Army Corps of Engineers
Nashville District Library
Nashville, Tennessee

U.S. Dept. of Commerce
Office of Business Services
Memphis, Tennessee

U.S. Department of Defense
Defense Industrial Plant Equipment Center
Library
Memphis, Tennessee

U. S. Navy-Naval Hospital
General and Medical Lib.
Memphis, Tennessee

U.S. Station Library
U.S. Naval Air Station Memphis(92)
Millington, Tennessee

U.S. Veterans Administration
Center Library (Johnson City)
Mountain Home, Tennessee

U.S. Veterans Administration
Hospital Library
Memphis, Tennessee

U.S. Veterans Administration
Hospital Library
Murfreesboro, Tennessee

United States Veterans Administration
Hospital Library
Nashville, Tennessee

Upper Room Devotional Library
and Museum
Nashville, Tennessee

Oak Ridge Associated Universities
Library
Oak Ridge, Tennessee

Oak Ridge National Laboratory
Libraries, Bldg. 4500
Oak Ridge, Tennessee

Oak Ridge Gaseous Diffusion Plant
ORGDP Library K-1002
Oak Ridge, Tennessee

Bill Wilkerson Hearing and Speech
Center
Nashville, Tennessee

*Methodist Publishing House Library
Nashville, Tennessee

*United Methodist Board of Education Lib.
Nashville, Tennessee

*Tennessee Dept. of Health Library
Nashville, Tennessee

*Nashville Metro Bordeaux Hospital Lib.
Nashville, Tennessee

*Nashville Mental Health Center
Dede Wallace Center Library
Nashville, Tennessee

*The Nashville Housing Authority Lib.
Nashville, Tennessee

*Nashville Bar Association
Nashville, Tennessee

*Metropolitan General Hospital
Doctor's Library
Nashville, Tennessee

*Medical-Nursing Library
St. Thomas Hospital
Nashville, Tennessee

*Tennessee(State) Dept. of Agriculture
Lou Wallace Library
Nashville, Tennessee

*Tennessee(State)Division of Forestry
Library
Nashville, Tennessee

*Tennessee State Law Library
Judicial Department
Nashville, Tennessee

*Agrico-Chemical Company
Memphis, Tennessee

* American Saint Gobain Corporation
Research Library
Kingsport, Tennessee

*Baptist Memorial Hospital
Memphis, Tennessee

*Bradley Memorial Hospital
Cleveland, Tennessee

*Brooks Memorial Art Gallery
Memphis, Tennessee

*Chattanooga Art Association
George T. Hunter Gallery-Library
Chattanooga, Tennessee

*Chemetron Corporation-Chemetron
Chemicals Rock Hill Laboratory
Library
Newport, Tennessee

*Combustion Engineering, Inc.
Metallurgical R & D Library
Chattanooga, Tennessee

*Cumberland Clinic Foundation
Crossville, Tennessee

*Defense Supply Agency
DIPEC-A Library
Memphis, Tennessee

*Naval Hospital Memphis (74)
General and Medical Libraries
Millington, Tennessee

*Mildren D. Glasser Library
Chattanooga, Tennessee

*Great Lakes Research Corp.
Research Library
Elizabethton, Tennessee

*Haywood County Memorial Hospital
Brownsville, Tennessee

*Holston Valley Community Hospital
Kingsport, Tennessee

*Knox County Governmental Library
Knoxville, Tennessee

*St. Joseph Hospital
Medical Library
Memphis, Tennessee

*Memphis and Shelby County Bar
Association Library
Memphis, Tennessee

*Methodist Hospital
Memphis, Tennessee

*Murfreesboro Medical Clinic
Murfreesboro, Tennessee

*Newell Clinic Hospital
Chattanooga, Tennessee

*Raytheon Company
Missile Systems Division
Technical Library
Bristol, Tennessee

*St. Mary's Memorial Hospital
Medical Library
Knoxville, Tennessee

*Leslie M. Stratton Library
Methodist Hospital
Memphis, Tennessee

*Tennessee(State) Supreme Court
Law Library
Knoxville, Tennessee

* Forms not returned

*Navy Training Publications Center
Technical Library
Millington, Tennessee

*Tennessee Psychiatric Institute
Memphis, Tennessee

*West Tennessee Chest Disease Hosp.
Memphis, Tennessee

*T.C.Thompson Children's Hosp.
Chattanooga, Tennessee

*U.S. Defense Supply Agency
Defense Depot Memphis-Hq. Library
Memphis, Tennessee

*U.S. Army-Engineer District
(Memphis) Library
Memphis, Tennessee

*UNIVAC
Division of Sperry Rand
Bristol, Tennessee

Tennessee Dept. of Highways
Research & Planning Division Lib.
Nashville, Tennessee